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## REPORT OF

## THE SECONDARY EDUCATION WORKSHOP

MADANAPALLE, ANDHRA,

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### CHAPTER I

### INTRODUCTION

The third and final Secondary Education Workshop of 1955-56, conducted by the United States Educational Foundation in India, in collaboration with the Ministry of Education, Government of India, and the States of South India which deputed members, was held in Madanapalle, Andhra, from April 7 to May 29, 1956. Fifty-five teachers including head teachers and assistants, and two training college teachers registered for the workshop—18 from Andhra, 8 from Hyderabad, 19 from Madras, 9 from Mysore, and one from Travancore-Cochin. Fifteen of these were women, deputed from four of the five States. The workshop began with the inaugural address by the officiating Director of Public Instruction, Andhra, and brief talks by the three Americans and one Indian comprising the team.

#### PHYSICAL FACILITIES

Smooth functioning was largely due to the happy selection of the Besant Theosophical College as the workshop site. All workshop members, including the team, were housed in the College hostels or the smaller cottages, scattered about the compound among the flowering trees. The mess hall, the team office, the library, the recreation room and the reading room were located at comfortable distances from the main Besant Hall—a large stone building consisting of one very large cool room and three adjoining smaller rooms, where were held the general workshop sessions, the study groups and—after the electric current was increased, the film showings and weekly recreation evenings. These buildings, added to the outdoor facilities—including verandahs, beautiful tree-shaded spots for outdoor meetings and informal gatherings, and fields for sports and games—served the workshop well, enhanced by the fact that the little village of Madanapalle is itself a valley surrounded by scenic mountains, some of which are visible from almost any part of the compound. In this attractive and varied setting then, the fifty-five workshoppers, four team members, and the three local headmasters and other people deputed by the Andhra Government to see that the workshop needs

were met, developed during the two months an intimate, continuous, rewarding experience in human relations. At some time during the early sessions of the workshop each participant was given opportunity at some length to introduce himself to the group. The varied activities and committee responsibilities of the workshop served to strengthen this unique experience of close community living, which all the workshop members came to value so highly.

On his final evaluation card, one workshopper wrote : " The community living has brought about a great change in me. It has been able to bring me very near and dear to my friends from the neighbouring States. ... This I consider as the greatest asset I have acquired here in my personal life." And a very young teacher put it this way : " The informal way in which everything is done here and the friendliness, cooperation and oneness prevailing among the members have gone a great way to draw me out of my shell. Otherwise I think I would never have come out. ..." Also the workshop has given various opportunities for all to bring out their talents in some way or other."

## THE WORKSHOP PROGRAMME

*Study Groups.*—The work of the study groups was one of the most essential and characteristic features of this as of other workshops. By the end of the first week the groups had been formed and were settled down to work on their problems. To begin with, the total group had been divided into random groups of six or seven to discuss and list the several problems faced by them in their schools—problems to which they wanted to find some solutions by the close of the workshop. These problems were brought back to the total group, listed on the board, and classified under several broad headings. A final list of problems was thus set up and selected by interested individuals, who comprised the study groups. The problems selected by what turned out to be nine groups organised to tackle them were as follows :

(i) How best can we improve discipline in secondary schools ?

(ii) (a) How can we have effective administration in our schools ?

(b) How can we improve the administrative structure, facilities, and relations in our schools ?

(iii) How can we change the curriculum to meet the needs of society ?

(iv) How can we make co-curricular activities more effective in our schools ?

(v) How can we raise the status of teachers ?

(vi) How can we secure the co-operation of the parents and the community in the activities of the school ?

(vii) How can the school meet the special social and economic needs of pupils ?

(viii) How can we improve our methods of evaluation and examination ?

Two hours of every day were devoted to the work of the study groups, with the time given over to organising and following through the outlines for study of the group problem, group discussions, reports on individual readings, group preparation of the progress reports given twice during the time, and finally the complete oral report presented by each group in their own chosen way to the total workshop, followed by whatever modifications needed to be made in terms of the reactions and suggestions given by the workshop group a while before the final written report was ready for duplication. Some time was spent preceding the work of these groups in defining, discussing and evaluating group techniques. A list drawn up jointly of " Things that get in the way of good group work " helped to point up the responsibilities of each participant toward his group in order to be a constructive member rather than a drawback. Individual team members sat with the groups from time to time and clarified, suggested readings, or otherwise guided as they felt they were needed. All groups made extensive use of the workshop library, and the Secon-

dary Education Commission Report served as a springboard for many discussions in these groups as well as in the general sessions.

In the written evaluations turned in by participants from time to time, the value of these study groups was emphasized again and again. " After spending three weeks in the workshop I feel that in spite of our differences we can arrive at common solutions to our problems by group effort—by changing our views, examining them and evaluating them was a rather typical reaction." Also, " The exchange of ideas and experiences in our study group help me a lot to tackle many problems in my own school." And again: " The hardest problems lose their toughness and become simplified when a number of interested people set themselves to solve them."

*State Reports.*—One of the most profitable activities of the first two weeks was the series of reports on education in the five South Indian States represented. In each case a selected group of members from the particular State, after a couple of evenings of preparation, made a most interesting presentation of various aspects of education in their State. This was followed in every instance by very challenging questions and discussion by the total workshop. In this way, the workshoppers as well as the team learned a good deal about the educational conditions and problems of these States. It also gave opportunity early in the workshop for a large number of members to make their contributions to the general sessions.

*Talk by Team Members.*—A usual practice in the general session of the morning, and one which the participants insisted upon and felt valuable, was to have a talk by one of the team members, followed by general discussion. Team Members selected the subject for their talks in part from a list of suggestions and needs proposed by individuals or the various study groups, as well as from the speaker's own experience and interests and concept of need. " Education in Transition in India," " Secondary Education in America ", " The Role of Education in Building a Nation ", " Some Emerging Concepts of Democracy ", " Citizenship Training ", " Some Classroom Problems of Secondary School Teachers ", " Teaching Aids ", " Ways of Understanding Children ", " The Role of the Teacher in Guidance " " Co-Curricular Activities ", " Making Homework a Challenging Experience ", " Books ", " Observing Individual Behaviour " were titles of some of the talks which provoked considerable discussion by the group.

*Talks by Visitors.*—Other talks were given by people from outside the workshop who were specially invited or whose informal visits were made use of in this way. A headmaster in a neighbouring town who had participated in a previous workshop spoke of his experiences and problems in trying to implement the ideas he had gained in workshop. Other speakers were the Divisional Inspector of Schools of the area, the Director of the Field Services of the All India Council for Secondary Education, the Programme Officer of the United States Educational Foundation, an educational adviser of T.C.M., an officer of the Servants of India Society, a Physical Education Director from the University of Mysore, the Librarian in charge of the United States Information Library at Bangalore, and finally, at the closing function, to which Madanapalle's public was also invited, the Director of Public Instruction of Andhra.

*Committees.*—By the third day of the workshop, the need had already arisen for several committees. So volunteers were called for to form a Library Committee, Recreation Committee, Welfare Committee, and Excursion Committee. Later other standing committees were added as needed—the Newsletter Committee, Photograph Committee, Room arrangements Committee, a Mess Subcommittee of the Welfare Committee, and several short-term committees set up to do a particular job. All of these contributed much to the success of the workshop.

*Planning Committee.*—Another most essential committee, organised with rotating membership from the workshop participants and continuous membership of the team members, was the Planning Committee. It was the job of this committee, consisting of representatives from each of the study groups, to receive and consider suggestions from workshop members, to chart out the plans for the day's or the week's programme, to carry back to their respective study groups or to the total body any matters that required group consideration, to co-ordinate the work of the various committees and in any other way to see to the planning and effective functioning of the workshop as a whole. The participant members of the Planning Committee took their turns serving as Workshop Chairman for the day, taking charge of all of the day's sessions.

*Use of Audio-Visual Aids.*—The programme of the workshop was enhanced by the use of newer aids to teaching, partly for the sake of the content contribution, and partly to help the workshop members to realise the potential contribution of these aids. The Audio-Visual Committee learned to set up and operate the various projectors and assumed responsibility for teaching others to do so. After the first two or three film presentations, the mechanics of this part of the programme were transferred from the team to the participants. It became the committee's responsibility also, to receive the films as they came in by mail, to preview them for use, and to make sure that they were properly returned. The daily seven o'clock previews and the evening showings were on a voluntary basis. In addition there were several films shown during the general session, followed, as most of the evening films were also, by questions and discussion. Such films as "The Broader Concept of Method", "The Impressionable Years", "Maintaining Classroom Discipline", "Angry Boy", "Education for Life" and other Indian and American films contributed much to the challenge and content of the workshop. These films were lent by the U.S.I.S., libraries of Delhi and Madras, and the Central Film Library of the Andhra Directorate of Education. Coloured slides taken by the team members on route to and during their stay in India were also projected. Other teaching aids were explored, and some constructed, as part of the workshop programme.

*Excursions.*—The first three week-ends of the workshop were utilised for group excursions by most of the workshoppers. Visits to the nearby Tuberculosis Sanatorium, the Rishi Valley School, Horsley Hills, Tirupati, Chittoor, and for a longer duration Bangalore and Mysore added a great deal to the group's understanding of India's culture.

*Recreation.*—Because all the workshoppers and the team were housed on the same compound, a variety of recreational activities was planned. During off-session hours such activities and sports as table tennis, tenniquiots, and volley ball helped to keep the workshoppers in good physical condition. On a couple of Saturdays, tournaments in these activities added to the interest. One after-dinner evening session each week was given over to creative entertainment, usually musical and dramatic, planned and presented by volunteer groups or individuals. As the weeks went by and workshoppers came to feel relaxed and easy with one another, more and more of the headmasters and teachers began to discover or rediscover their talents. Poetry, song, dance, instrumental music, dialogues, and creative dramatics of all kinds, from an increasingly large number of participants, contributed to the growing quality and attraction of these evenings. This was true especially of the Kavi Sammelan, which was held during the fourth week. A neighbouring village evening school, visited by some of the workshoppers, was invited to attend the evening films on two occasions, and the following week these people themselves entertained the workshoppers with their

own indigenous dances and song. Another time a group of aboriginee women performed their dances. And during an evening of the last week, a nearby village adult education group contributed an hour's entertainment. The Moral Re-Armament representatives of Madras presented two of their films also during the final week. On the last Sunday afternoon the total workshop were guests for tea at the home of one of the local workshoppers.

Further each day's programme began with a prayer by some one of the five religions represented by the group. Then came a national song and a few minutes of group singing, led by several singers from the particular State or in the particular language in which the song was composed, this too by one of the workshoppers. The total workshop learned and sang with these leaders each of the songs, as a week at a time was given over to learning English song, then Tamil, then Telugu, Malayalam, Kannada, Gujarathi and Urdu. Everyone felt this singing did much to unify the group. During the first week of workshop, both the Tamil and the Telugu New Year's Days were observed with their traditional festivities in which all members participated.

*Filming the Workshop.*—During the last third of the workshop period, the regular programme was modified in order to help with the making of a film about workshop by the All India Council for Secondary Education, the U.S. Education Foundation, and the TCM. All of the workshoppers took part in this undertaking, many of them in significant ways—not only as subjects in the filming of workshop by the technicians, but also in the planning and setting up of various scenes, with local children as well as themselves and their colleagues. While the planning and the shooting—or rather 'being shot' were oft-times tedious and time-consuming, the workshoppers generally agreed that this was a profitable experience, opening their eyes as it did to some of the problems and hardships encountered in the production of films which formed the habit of taking for granted. The realisation that the film will help spread understanding of the workshop activities gave them further motivation.

*Role-Playing.*—One of the activities that took precedence during the last few meetings of the workshop, was that of crystallising to some degree the actual plans of action which workshoppers had been developing with regard to implementing their ideas in their own schools on returning home. One of the ways in which they shared these plans, in addition to group discussion and conference with team members, was to divide into groups, take a problem, and role-play the situation to the point of proposed solution before the whole group for their comments and suggestions. One, for example, was a staff meeting, at which the returning workshopper was asked to make a report of his experiences and his ideas as they related to the school. Other situations thus highlighted were : the role of the headmaster and his assistants when parents come to complain that their sons or daughters have been failed ; the role of the staff and the returning workshoppers in a school where the headmaster is a seasoned authoritarian ; and the like. This kind of presentation gave the common experience necessary to point up and evaluate suggested solutions from the group.

## PLANNING FOR THE WORKSHOP

Planning for the workshop was done long before the workshop began. All the negotiations carried on among the Ministry of Education, Government of India, the United States Government through the U.S. Educational Foundation in India, and the various State Governments involved, comprised the early stages of planning for the workshop. Once the selected members of the team, Indian and American, arrived in Delhi, they and the Programme Officer of the U.S.E.F.I. spent many days of careful planning. For this third and final workshop, the team did much further planning after arriving in Madanapalle. A series of team meetings were held to make specific plans for the first

few meetings of workshop. Always they kept in mind the importance of getting the workshoppers actively into the planning as early possible, particularly as their informal contact with participants arriving early indicated a maturity and readiness on their part that was most encouraging. Once the planning committee was set up, the team members turned over the responsibility increasingly to them, as already indicated. The study groups accepted co-operative planning as one of their first and most essential responsibilities, not only with respect to analysing their problems and drawing up their plan of attack, but also with regard to making their progress reports, and eventually their final report, utilizing in the process all members of the group in one way or another. The technical aspects of producing the report also, the checking of stencils, the duplicating, collating, and distribution—called for co-operative planning and distribution of responsibility. The educational implications of these many kinds of experiences for classroom planning and participation in their own schools were noted by the workshoppers again and again.

## EVALUATION OF THE WORKSHOP

Just as planning is a process integral to the workshop, so also is evaluation. Indeed evaluation too is a continuous process ; it goes on all the time. This the workshoppers realised, as they discussed and weighed the activities and problems in informal ways and informal places in the bath house, the mess hall, the hostel rooms, in groups gathered under the trees. This informal evaluation often led to concrete suggestions made to committees, especially the Planning Committee, so that appropriate action could be taken, if called for. In addition, all workshoppers were asked, at least twice during the seven weeks, to hand in individual evaluation cards. The first was in answer to three general questions : (1) *When you were deputed, what did you expect the workshop to be like ?* (2) *After these three weeks in the workshop, how do you feel about it ?* (3) *What do you expect of workshop in the remaining weeks ?* The second card, turned in during the final week, was in answer to the one question : *What have you gained personally from your workshop experience ?* These individual evaluations helped the team members to get better acquainted with the feelings and attitudes and problems of the workshoppers, and to judge the effectiveness of the workshop activities for them ; but just as important, it helped the workshoppers to look at themselves and what was happening to them as a result of their experiences. Again, they came to see the value or this kind of self-evaluating experience for school children as well as for adults.

Group evaluation too was considered essential. Twice during the seven weeks a committee of volunteers was set up to work with a team member in drawing up a detailed questionnaire with regard to the proposed evaluation. The members were divided into random groups which together, considered the various parts of the questionnaire at hand. The committee then analysed and collated the questionnaire data and reported back to the total group. Modifications and additions were made programme-wise where the date indicated such a need. Thus again, workshoppers, this time along with their colleagues, engaged in a process of self-searching and evaluation which they had come to consider as very helpful to them as people and, more specially, as teachers.

The team meetings, too, held at least once or twice a week, were largely evaluative in nature. For, evaluation and planning go hand in hand. This was a good lesson for all workshoppers to learn.

And again, the planning the workshoppers were doing with regard to implementing what they were learning in their own schools and in their own classrooms involved deliberate and searching evaluation, in terms of their own particular resources and obstacles and possibilities.

The last workshop session was unique composed as it was of the usual prayer,

the national song, the Urdu Workshop Song, and SIXTY speeches of one minute each. The fifty-five participants, the four members of the team, and the USEFI programme officer who was with us, all took this last opportunity to say, in whatever brief fashion they desired the things they wanted to say about their seven weeks of workshop experience and what they hoped to do about it. This was a most impressive meeting.

These people are returning to their home communities confident of three things as a result of the workshop, (1) that they are better persons individually for having had the experience; (2) that once they return and get their plans into action, their schools will be better schools than they have ever been before ; and (3) that their communities —villages or towns—will be better communities also because workshoppers have been here. There are obstacles to be faced, they know. These obstacles have been foreseen and discussed in resourceful ways in group discussions, large and small. But in spite of the obstacles, the workshop members are confident that, in some ways at least, they can be successful in implementing the ideas and values they have gained through their seven weeks of workshop experience.

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CHAPTER II

# REPORTS OF THE STUDY GROUPS

*Reports of the Nine Study Groups are given in this Chapter.*

## (i) How best can we improve Discipline in Secondary Schools ?

Discipline, as conceived formerly, was implicit obedience to the letter of the law applicable only to the student, while the teacher, the parent and the public had no concern with this aspect.

The concept of discipline has undergone a radical change on account of the changing social and political ideas. Its purview has now extended to include the teacher and the taught, the parent and the public. In short a constructively disciplined atmosphere should exist around in the community if education is to be effective.

Discipline is a human problem calling for human solutions ; and such solutions are possible through human data and human tools. Do the schools and the community conform to the standards of discipline expected of them ?

It is now agreed that the success of any reform in education depends upon discipline in this sense. The first and foremost attention should therefore be paid by every school administration to this all-important problem.

Since the time of non-co-operation it has become a fashion with some of the politicians and leaders to criticize and condemn outright the present system of education from its aims down to its ends. This has bred a feeling of frustration among the people, the students and the teachers as well. As a result of this and along with other causes, indiscipline has become rampant throughout India, accompanied, in the minds of many, by an accelerated deterioration in educational standards,—hence the present problem.

The group after due deliberations decided to go into the details of the problem in its various aspects as listed below :—

1. Symptoms of indiscipline
2. Causes of indiscipline

3. Suggested solutions among

A. Students

B. Teachers

C. Public (including parents and managements)

A. STUDENTS

When we begin to consider the question of indiscipline among students, inattention, lack of responsibility, disregard for the teacher, indifference to prayer, late coming, nicknaming the teachers, obscene writings, malpractices in the examination hall, forming narrow segregated groups, skulking from curricular and co-curricular activities, answering in mass in the class, and participating in strikes, are not uncommon in our schools. Some of them are the problems of individual behaviour, while the rest pertain to group behaviour.

When we began to analyse the causes of these symptoms, the socio-economic background in India is the first factor that arrests our attention. We find that many students are undernourished, suffering from physical defects and not properly looked after. Often they do not receive the love and warmth that are their due at home or in the community. They are led away by the unscrupulous political leaders who use them to gain their own personal ends. Add to this the frustration and despair regarding their future in a country where unemployment is so widespread. Unsuitable school-buildings, lack of equipment and trained teachers are some of the problems that come in our way. We find that there is no strong link between the school and the community that might help us to establish close human relationships.

To suggest some possible solutions in the present situation of our schools is not an easy task. However, with regard to these symptoms listed above, the following suggested solutions may be helpful. The schools should organise free canteens for poor students. Funds for this purpose could be raised through public donations, departmental grants, social welfare committees, the Red Cross, etc. Necessary arrangements for free medical examinations and medical aid should be made with the help of Government or private doctors.

We should try to establish relation between school and community. In our country, especially in rural areas, where families are scattered and many parents are illiterate, a far more practical way than organising a large parent-teacher group is to encourage the parents to come in small groups and participate in school functions. The social service leagues of the schools will help us get nearer the community. Allowing the public the free use of the school library and the use of the school building for important public functions may help us to inculcate in the minds of the people the feeling that they belong to the school and the school belongs to them.

If the school can create suitable atmosphere at the time of prayer, the problem of indiscipline at prayer-time can be solved. Playing a prayer record with amplifiers at the time of prayer can be a useful experiment. A few minutes' discourse on moral concepts or current events either by teachers or by pupils go a long way in the development of a healthy atmosphere. Introducing of silent prayers in higher classes is also suggested as beneficial to achieve the required end.

The school should attempt to inculcate in its students a civic sense of responsibility. A school self-government, class councils, and students' associations help to win the confidence of pupils. The school should try to provide full scope for the creative activity of the students, particularly during the adolescent period. Every effort should be made to direct the students' energy into proper channels. Health leagues, hikes, 4 H Clubs, scouting, guiding, camping, N.C.C., A.C.C., debating societies, study circles, Glee Clubs, Junior Red Cross, Pen Friends' League, Balkanji-Bari, dramatic asso-

ciations, and other healthy activities should be a part and parcel of the school programme.

When the group considered the question of indiscipline and malpractices in the examination hall, it felt the necessity of introducing the principle of moderation or cumulative record system in evaluating the students' performance at the final examination as suggested in the S. E. C. Report.

When we begin to consider the question of school buildings and equipment, we find ourselves faced with great difficulties and handicaps. Merely to suggest to have suitable classrooms with decent furniture and good equipment will not help us very much. In this matter, it suggested that teachers should try to raise necessary funds for the purpose from the public or from special munificent or philanthropic organizations. If the public are made to realise that helping towards educating their children is one of their foremost duties and obligations, they will surely come forward to solve this problem. The process, though slow, is very sure. The pupils and teachers also should subscribe towards this fund either in kind or coin. We ofter hear about the labour offered by the pupils for various activities connected with national extension programmes. Why should not the school engage the teachers and the students in these activities as a part of the school programme and also as a way of developing the discipline ?

B. TEACHER

After all is said about the students, the problem that faces us with the greatest intensity is the teacher. It is a fact that the teacher is underpaid, and often compelled to follow means unworthy of his profession. But this we cannot put forth as an excuse for the teacher. Once an individual accepts this profession, it becomes his sacred duty to put his heart and soul into it.

Instances of indiscipline among at least some of the teachers may be briefly mentioned as follows :—

The habit of being irregular, the spirit of non-co-operation with others in the work of the school, the acceptance of heavy private tuitions, inadequate classroom preparations, lack of leadership, the pawns that they play at the hands of the political leaders, the way in which they make use of students for gaining their selfish ends may be cited as some. Such malpractices are symptoms of indiscipline among teachers, and usually serve as causes of indiscipline among students for whom these teachers are responsible.

Some headmasters are sometimes tactless in handling difficult situations and incapable of organising and co-ordinating the school activities harmoniously.

Probing into the causes of these various acts of indiscipline among teachers, the group found that it is, at times, due to misfits and disgruntled people entering into the profession. Improper allotment of work, insecurity of the job, disregard for the school, the headmaster and his work, communal and linguistic differences, personal prejudices, unhealthy rivalry among themselves, trying to gain cheap popularity, are often detrimental to maintenance of discipline. These invite the man in the street to interfere in the school affairs and often try to boss over the sacred institution as a whole. Direct recruitment of inexperienced persons to the posts of Headmasters or promotions to that post merely on the basis of seniority often lead to indiscipline.

The probable solutions that the group suggested are : recruitment of the proper personnel by a competent body with the headmaster as an ex-officio member, raising the pay scales so as to attract earnest and intelligent people, following the principle of 'equal work—equal pay', among the teachers in the various institutions,—government, district board, private or aided, providing more opportunities to the teachers to attend refresher courses, seminars, workshops, etc., encouraging them to take part in correction work, classroom preparation, case-study of

individuals and groups to enable them to function well in guidance programme, vocational and educational, organising weekly observational lessons, faculty-head systems, etc., etc.

In short the highest function of a teacher consists not so much in imparting knowledge as in stimulating the pupils to learn and to develop understanding. They should remember that their profession is noble in the sense that they are to a great extent the builders of a great generation, and factors that lead to the progress of a nation lie significantly in their hands.

### C. Public

The public at large including the parents and managements to-day are not well-disciplined generally, if we are permitted to say so, and look upon the teacher as one who is more to be pitied than revered and respected. This condescension is an indirect symptom of indiscipline.

Among the parents we find to a considerable extent people who try to bring undue pressure on the headmaster and the staff, especially at the time of promotions, admissions, and awarding of scholarships, etc. This may be due to the unfortunate practice that is in vogue in our country that the recruitment for various posts is just made on the basis of examination certificates, and marks-cards. Naturally, the parent is anxious to see his child through, and does not mind resorting to any means for achieving his ends. In many cases, indiscipline in schools is not a little due to the failure of managements to discharge their obligations properly. This is often clear from the unsatisfactory policy, the unnecessary and undesirable interference in the internal administration of the school, belated payment of the staff salaries, failure to act upon the suggestions and recommendations of the headmasters and inspecting officers, and the transfer of popular headmasters and other teachers without good reasons, very often in the middle of the year.

In many cases no provision is made in the annual budget of the school for recurring grants for science equipment, upkeep of furniture, extra-curricular activities, etc. More often than not the public at large look upon the school as an institution into which they can thrust themselves. They cannot advise a doctor or lawyer thinking them to be technical man, while the teacher, in their own opinion, is a non-technical person, whom any one can approach and advise.

The causes for this sad state of affairs are many. In addition to what have already been given as causes, we may say that in many communities the moral and spiritual position that the teachers occupied formerly has fallen to a considerable extent. Many teachers have ceased to be persons of simple living and high thinking and have become too materialistic. Further, unfortunately in our country, nearly 80 % of the parents are unlettered, ignorant, and tradition-ridden. As a result of these any reform is looked upon as a revolution, if not a deluge. The undue pressure of the parents may be due to the fact that a particular school may be near their house, the teaching there more effective, or the scales of fees comparatively less than in other schools.

The meagre resources of many managements might have been the cause for the failure in discharging their monetary obligations to their teachers. Sometimes it is not uncommon to find that the belated payment is due to personal misunderstanding between the staff and the management. Vested interests, too, sometimes, play a great part with the management in ignoring the suggestions and recommendations of the headmasters and the inspecting officers in this regard. The failure to recruit proper persons is largely due to nepotism on the one hand and the wrong conception they have of professional recruitment on the other.

To suggest some solutions for this problem, we feel it again delicate as

these people, in a new democracy as ours, feel that they have a right to do things in their own way. However, the following may be considered for the good of the youngsters entrusted to the care of the teachers. The parents should help the school to establish a close contact between the school, the headmaster, and the staff and take part in the activities to which they are invited. They should be open-hearted in providing the facts about the child for its case-study. The schools, in order to enlighten the community about the importance of educating the children on proper lines, should conduct social education classes, adult classes, extension lectures, seminars of teachers and parents, etc. Parents should be given an opportunity to realise that their children are educated to lead a happy and an independent as well as interdependent life.

The management should consult the headmaster in the matter of recruitment and transfer of teachers and provide adequate funds in advance in the beginning of every year to meet the expenditure of schools from time to time. The headmaster has to be given a free hand in the day-to-day administration of the school, and the management should have the right to interfere with this jurisdiction only in the case of maladministration or when they wish to make a suggestion or recommendation. Transfers and deputations should also, as a rule, be effected during vacations in consultation with the headmasters and should be as few and far-between as possible.

When once the public realise that the school is a temple of learning, doing its job in an honest, sincere and professional way, they will cease to poke their noses into its matters in a dominating way, and will begin to respect and revere the institutions as a whole and to work co-operatively with them.

In conclusion, it may be repeated here that discipline is a human problem, and so the solutions suggested are such that would give a congenial, social, physical and moral environment to the child to make it least difficult to adapt itself to it easily and even unconsciously. When the child identifies itself with the environment and cultivates a love for the school, the home and the community, there will be an end of this problem.

The ideal discipline that the group envisaged and aimed at is the one that comes from within and not the one that is imposed from without. Difficult though it may be at the present moment, it is certainly not impossible. The fallen moral standards should be revived and reinstalled in our educational institutions as in our homes and community, not by preaching nor by mere precept, but through deliberate co-operative respecting one another and working together. The lost position of the teacher can be regained if he tries sincerely to practise the profession with missionary zeal. His should be the life of a maharshi, whose palms should be turned downwards upon the heads of his pupils as gesture of blessings with the knowledge that he possesses, but not his palms held up before them to receive or monetary or material help from them, as our great Vice-President S. Radhakrishnan has once said. He should work for better salary and working conditions to be sure, but only as he gives himself to his work with his students in a sympathetic understanding professional way. The orthodox methods should yield place to the workshop method of helping the students to learn and develop through active whole-hearted participation in the work and activities of their school, many a time activities of their own choice. Revolutionary as the process may seem, redoubtable it should be, when once the students realise that the aim of education is not merely to seek government or other jobs, but to enable them also to live a meaningful, resourceful, understanding, and co-operative life, the problem of indiscipline will cease to arise. The implementation on a local and national scale of our Second Five-Year Plan should also have its effects on students, teachers,

and the public at large. As the problems of unemployment, poverty, ill-health, illiteracy, all come nearer solution, the wider causes of indiscipline, which have their local reverberations, will be removed. Then the schools within their own sphere of responsibility will find their carefully thought-out plans here-in described, more effective.

Lastly, we feel that the report would be incomplete if we do not express our heartfelt gratitude to the team members for their valuable guidance.

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## (ii-a) How can we have effective Administration in our Schools?

INTRODUCTION

Education is an enterprise worthy of the highest talents, inviting the boldest thought, and is forever linked with the cultural destiny of the Nation. Education as a Democracy, both within and without the school, should develop in each individual the knowledge, interest, ideals, habits and powers whereby one can find his or her place and can use that place to shape both the individual and society towards ever nobler ends.

With the advent of political freedom for India, a new pattern of Education should be woven that would train the pupils to shoulder the responsibilities of democratic citizenship. Clear thinking, receptiveness to new

ideas, intellectual integrity, clearness in speech and in writing, social sensitiveness and tolerance, and a sense of true patriotism are the several traits that go to make up a democratic system of education. Besides, the improvement of vocational and academic efficiency in pupils, development of personality and training for leadership have to be encouraged. It is, therefore, incumbent on school administration to provide the best possible conditions for achieving the above projects. Hence the problem—How best can we have effective administration in schools?

### A. The Headmaster

To have an effective administration much depends on the headmaster who should be a scholar, a person of sound character, deep sympathy and understanding, and considerable tact and experience in dealing with pupils, staff, and the community. He should be a *dynamic* leader seeking to establish the ideal of the school in *co-operation* with the staff. He is directly responsible for the school's activities, its spirit and morale. He is also to *enlist* student participation in all school activities which will develop in pupils leadership in intiation and enable them to imbibe the school spirit. He should also aim at establishing sound public relations which must be *honest* in intent, and execution, *intrinsic* in the school programme, *continuous* in application, *positive* in approach, comprehensive in character, *sensitive* to the public concern and *simple* in meaning and character. In short as an effective administrator he is a *dynamic* figure working in *co-operation* with his staff and leading his pupils and the community in the right path.

Though this is sought to be the ideal, the school administrator is beset with several handicaps which are listed below and discussed. Practical recommendations have also been suggested with a view to have them implemented *at an early date.* The details of discussion and analysis of the problems have not been recorded because it was felt that they are embodied in the recommendation themselves.

### B. Management and Staff

Secondary schools in India are run by different managements—Government, local bodies and private, and as such, differences exist in the scales of pay, service conditions and freedom in the discharge of duties. This inequality curbs the enthusiasm of teachers and prevents them from being highly *efficient* and *co-operative.*

It is learnt that in some schools managed by local bodies the salary of teachers is not paid regularly, which may be due want of funds of the concerned local body. In all local bodies the drawing authority is a non-official, who in the pressure of other activities, may not find it convenient to draw the pay in time.

*Recommendations:*

1. It is desirable that all secondary schools be brought under a single management, namely, Government, to ensure uniformity for teachers in respect of pay, service conditions and status, assuming that Government will incorporate the good features of the then defunct bodies.

2. Until such time as this is effected, immediate steps should be taken to effect uniformity in the status of teachers irrespective of the management with regard to scales of pay, service conditions and status.

3. In particular, it is recommended that the existing service conditions for teachers under private management be *immediately* altered ensuring better security of tenure. The establishment of a *tribunal* as recommended in the Secondary Education Commission Report as an *appellate* authority is a desideratum.

4. Local bodies may be directed by the Government to credit their annual contributions to the Government general funds at the beginning of every official year and the headmaster may be permitted to draw the salary of the school establishment from the local treasury *direct,* as drawing officers, as is in vogue in Government schools.

### C. Unqualified and Inadequate State

With the increased attention paid to education and the large number of high schools springing up, there has not been an appreciable increase in the number of trained teachers to meet the required demand. This has resulted in a large number of unqualified teachers being employed in schools and several schools are working under-staffed. This is more pronounced in schools managed by Government and local bodies. The headmaster has to be resourceful enough to make the best of a bad situation.

*Recommendations*:

1. The existing unqualified staff should be given adequate opportunities to observe the lessons given by experienced teachers.

2. The headmaster should give them guidance as often as may be necessary and encourage them in their work.

3. Experienced secondary grade teachers may be entrusted with work in the higher forms as well as in subjects which they are competent to handle on a temporary basis.

4. The teaching profession must be made more attractive to draw in more of young men to the profession by raising the scale of pay, status, and service conditions of teachers.

5. More of training institutions should be started at *convenient* centres to enable students to undergo the course.

6. To attract more students in the training institutions *stipends* may be revived for the B.T. students.

7. The headmaster may be empowered to make temporary appointments in anticipation of the approval of the management.

8. Untrained graduate teachers entertained in schools managed either by Government or local bodies must be sent up for training within seven years of their entertainment in service. This is to avoid untrained teachers continuing in service for several years without giving an opportunity to have themselves trained.

### D. Teacher Transfers

Apart from inadequate and unqualified staff, transfers of teachers in and out of season present a serious handicap in school administration. This is evident in Government and Local Board schools. Frequent and untimely transfer of teachers affects the efficiency in instruction and handicaps the headmaster in the allocation of work. Besides, teachers transferred in the course of the year find it hard to adjust themselves in the new situation. Pupils are also handicapped in following the new teacher.

*Recommendations*:

1. Transfer of teachers including headmasters should not *ordinarily* be made within five years, to enable them to stay at a particular place and turn out *useful* work.

2. Such transfers should be made before the beginning of the school year to enable them to join the new station on the re-opening day.

3. It is highly desirable that the headmaster concerned should be *consulted* in the transfer of teachers.

4. As far as possible teachers may be posted to places where they will find it *convenient* and *conducive* to work, preferably to their native place or nearby.

### E. Teacher Enthusiasm

Headmasters in general have to face the problem, how best to get the *co-operation* of the entire staff in the school programme and also maintain discipline in the teaching staff. Very often headmasters complain of indiscipline in their staff, which is only a show of weakness on their part. Discipline in staff must come from *within.* If one accepts the introduction to this report then he or she would willingly accept the two previous statements.

*Recommendations*:

1. It is high time that headmasters shed the role of the *authoritarian* and be a *co-operator* to take the confidence of the school staff in all the school programmes. Many teachers find that their most serious burdens in life are connected with the task of adjusting themselves to the policies, decision and whims of incompetent headmasters who exhibit their partiality to a few teachers to the exclusion of others.

2. Headmasters should have a *genuine* interest in the members of the staff and help them to solve their difficulties.

3. Headmasters should possess the organizing ability to use the services of the teaching staff by apportioning to them responsibilities in the school programme according to their talents and interests.

4. Headmasters should be leaders of their staffs and stand by them in their *legitimate* demands even at the cost of incurring the displeasure of the management.

### F. School Buildings : Adequacy and Suitability

Most of the school buildings in India are both inadequate and unsuitable. This is due to want of space for expansion in urban areas and facilities for good buildings in rural areas. Want of adequate and suitable buildings to a great extent impairs the efficiency of schools. Increase in strength in schools as of late should be preceded by the construction of adequate and suitable school buildings, which could provide for the pupils, a rich, pleasant and stimulating environment.

*Recommendations :*

1. Managements should be urged to provide adequate and suitable buildings.

2. School buildings have to be built availing the help offered under the schemes laid down in the Five-Year Plan.

3. The community should be appealed to help in the construction of school buildings by contributing their quota to the constructions under the Five-Year Plan.

4. School buildings may be constructed under the physical campus scheme utilising the manual labour of the students, especially during vacations.

5. Rich and philanthropic people in the community should be approached to let out buildings *free of rent*.

6. Public buildings such as temples, mutts, panchayat buildings, choultries and the like should be tapped for housing the over-crowded classes in schools.

7. Benefit performances can be arranged by institutions to raise the necessary funds for building purposes.

8. Shift system may be adopted to relieve the congestion in schools.

9. Open air classes can be held in rural areas especially underneath big trees in the vicinity of the school.

### G. Equipment

To make a school efficient suitable equipment is needed. Tables, chairs, black-boards, benches, science apparatus, games materials, library books are some of the essential equipment for a school. Besides adequate and suitable playground of at least five acres of land is required. Tools and equipment for co-curricular activities are also needed.

The management, the Government and the community are the *chief* sources for procuring the necessary equipment and each of these sources should be tapped *in full*.

*Recommendations :*

1. Government grant should be availed of wherever possible for the purchase of equipment for schools.

2. Acquisition of lands for a playground can be obtained by (*a*) launching a scheme of *Bhoodan Movement ;* (*b*) requesting Government to alienate *Poramboke lands* near the school.

3. Articles that could be purchased from the special fees levied from pupils should be *fully* utilised.

4. A uniform science fee of Rs. 2 per annum may be levied in all the higher forms and Re. 1 per annum in the lower forms and the same may be diverted for the purchase of science materials—recurring and non-recurring. In cases where science fees are already being levied, they may be raised to Rs. 2 and Re. 1 per annum for the higher and lower forms respectively to meet the above expenditure.

5. Every school should be provided with a full set of audio-visual aids and the same may be purchased by the management, or the headmaster may be authorised to levy enhanced audio-visual education fees to meet the above expenses.

6. When it is not possible for a school to own audio-visual aids independently, it is suggested that schools lying in proximity and which cannot purchase a projector of their own, due to financial conditions *jointly* effect a purchase and use them by rotation.

7. Inadequate furniture in the shape of benches and black-boards need not be thought of as serious handicaps. Mats and karnam desks can be used with convenience and wherever possible open air classes may be conducted. Cheap black-boards such as wall black-boards and roll-up black-boards may be used and they can be got at a lesser cost with the help of boys and local artisans.

8. Teachers and pupils can get up *suitable* teaching aids at a lesser cost than what could be got ready-made. This requires organisation and planning.

### H. Overcrowded Classes

With the general awakening in India for more and more education, there is a rush of admissions in secondary schools. Want of accommodation, equipment and suitable staff prevents more admissions in several schools. Still the strength in each class cannot be restricted and goes up even to 50. Though the ideal strength of 30 in each class is welcomed, measures must be sought to maintain discipline in over-crowded classes and to make teaching effective.

*Recommendations* :

1. Over-crowded classes can best be entrusted to able and experienced teachers.

2. It is in over-crowded classes that *group work* may be conveniently adopted with profit. The class can be divided into small groups of 7 pupils each and be allowed to work at problems and assignments and report on their work. The *workshop method* is bound to be a success.

3. Open-air classes may be held to solve the problem of accommodation of overcrowded classes.

### I. Admissions and Promotions

As mentioned previously, in recent times there is a heavy rush in secondary schools for admission, especially in Forms I and IV. As the accommodation is limited in all schools, the parents in their anxiety to secure admissions for their children bring undue pressure from all quarters. If their requests are not conceded the headmaster may become unpopular in the locality in which he serves. Maintaining harmonious relationships with the community is one of the prime factors of good administration of the school. So the headmaster has to oblige the parents as far as possible without prejudice to the efficiency of the school and in conformity to the rules.

Similar pressure is also brought by parents during the time of promotions.

*Recommendations* :

1. Committees for admission may be constituted with teachers handling those forms, and the principles of admissions should be left to be determined by the committees for pupils

seeking admission from elementary schools and private study.

2. Admissions should be made as and when pupils seek admissions subject to their being declared fit by the Admission Committee without showing special preference to individual cases.

3. Such admission tests should be confined to the regional language and Mathematics in Form I and English as well in Forms II and III.

4. By adopting the above policy the headmaster can *politely* and clearly explain to the parents of rejected pupils and convince them.

5. Besides, the headmaster should find it possible to admit as many pupils as may be possible by opening fresh sections by contacting the management and the community.

6. Regarding promotions, the parent should be made to understand that the headmaster cannot deviate from the rules of promotion.

7. A *staff council* must be constituted in which the principles are to be enunciated. For the purpose of promotion the marks of class tests and terminal examinations should be taken into consideration. The policy of common examinations and framing of common principles are to be deprecated (regional or district).

### J. Curriculum

Of late there are frequent changes in the pattern and curricula of secondary schools, which are not conducive to the efficient administration of schools. Such changes should be made gradually and that too by competent persons.

In the present set-up of schools no sufficient scope is given to the headmaster and teachers to make new experimentations in the curriculum because of departmental rules and examinations. As the syllabus is heavy and as the boys are to be prepared for examination no time is left for teachers to make new experimentations. There are such departmental rules which do not permit teachers in schools under the management of Government and local bodies to make new experimentations.

In efficient teaching much depends upon the framing of the time-table of the school. In preparing the time-table the following factors may be considered :

1. Mental and physical capacities of pupils.

2. The nature and needs of the subjects, both curricular and co-curricular.

3. Qualification, capacity and interests of teachers.

4. Accommodation and playground facilities.

*Recommendations* :

1. Changes in curriculum should be undertaken only by educational experts including experienced teachers and should not be subject to *party politics.* The views of the community should also be considered.

2. Sufficient time must be allowed for experimenting any new thing.

3. The change of curriculum should be such as to fit in the pupils to the community to which they belong.

4. The time-table must be framed in consultation with the staff and student council.

5. Provision must be made in the time-table for curricular, co-curricular and project activities.

6. Hours of work may be decided according to local conditions.

7. The time-table should be flexible.

### K. Relief to Headmaster

To be an effective administrator in the new concept of education the headmaster has several duties to perform. But as it stands to-day it is not possible for the headmaster to devote more of his time for planning and supervision. He is much engaged in office routine such as tapals, fee collections,

special fees accounts, submission of periodical reports to the management and the department and the like.

*Recommendations* :

1. The Management may be requested to appoint an accountant to be in charge of the office work and fee collections should not be entrusted to teachers on any account.

2. One of the assistants may be trained in office work to be in charge of the office in addition to his regular duties and an extra remuneration may be paid to him.

3. In the case of high schools with a strength of over 1,000 pupils, a *deputy headmaster* may be appointed with an allowance of Rs. 15/- per mensem.

## CONCLUSION

In the light of the above suggestions on the several problems, we hope to visualise a school where its pupils will be provided with a rich, pleasant and stimulating environment and make their life a matter of *joyful experiences*. The teachers will no more look upon work as unpalatable means of earning a scanty living but as an avenue through which they are rendering significant social service as well as finding a measure of self-fulfilment and self-expression. Above all, the school will be transformed into social communities where healthy, normal motives and methods of group work are in operation and children have an opportunity of *learning by doing*, of gaining meaningful social experiences and thereby being trained to be true citizens of democratic India. The school will no longer be a place of formal instruction but a laboratory in which social life *ideally* conceived is *reconstructed* and *rehearsed*.

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## (ii-b) How can we improve the Administrative (a) Structure (b) Facilities and (c) Relations in our Schools ?

*Introduction:*

India is on the highroad to democracy. Administrators at the helm are avowed to forge a socialistic pattern of society, moving with modern trends, yet consistent with the great traditions and culture of this ancient land of Rishis. Illiteracy, the fostered child of foreign domination, is the arch-enemy facing us at all levels of living. Hence to provide education to all citizens has become one of the primary obligations of the state. Education—elementary, secondary, university and social—form the full gamut of the educational set up of any country. Elementary education being essential,—'varsity education deserving due attention, secondary education is the nucleus and therefore, should be the immediate concern of both the centre and the states. To be consistent with the principles of democracy greater attention to the importance of the individual in society must be given.

And the first step in this direction is to provide for some training of a technical kind besides general education on right lines at the secondary level, as would enable the youngster, the future man, to discharge duties as citizen trained in the art of arts, namely, the art of living. This would require drastic and dynamic changes in the present educational system. The Secondary Education Commission Report aiming to achieve this stands as a landmark in the history of education in modern India. We now stand at the threshold, prepared to face the travails of transition on the onward march to reach this citadel of secondary education.

This takes us to a minute's review of the existing setup of secondary education. Specially designed to manufacture the class of clerks and subordinate officers to fit in the machine of administration working the dull routine, to serve the end of the bureaucratic rule, secondary education, as it stands, has no place in the democratic setup of society. From *alpha* to *omega* it is inherent with evils in all its aspects. We do not propose to dilate on the ideals of education, past or present. The aims and objects of education being almost true for all times, only the methods of achieving them have to be fashioned to fit in the times. The Secondary Education Commission's Report is an eye-opener to the department, managements, the school administrator and the community to realize the place of the youngster in a democratic country and to plan and evolve that pattern of secondary education which is best suited to the immediate as well as the remote needs of the generation. And here we are to keep abreast with the times, working in unison with educators grouped in seminars and workshops, from time to time, to understand, discuss and discern ways and means of implementing the decisions arrived at in our own humble and honest ways notwithstanding the limitations around. While endorsing in general the recommendations made by the Secondary Education Commission and the scope envisaged by the International Team of Experts, we roll up our sleeves and enter the arena of administration to solve the problems facing us.

With this aim in view our group after careful thought framed the problem and the plan of action as under. *Problem:* How can we improve the administrative (a) structure (b) facilities and (c) relations in our school?

*Plan of Action :*

1. To examine the existing conditions relating to the problem,
2. to expore the ways and means of improvement under the limitations, and
3. to suggest such recommendations as could be easily implemented.

We now take up three aspects of our problem *structure, facilities* and *relations* in their order.

## A. Structure

*Administrative set-up:*

Administration is at once external and internal. Secondary schools are severally managed by the state, local bodies and private agencies. External administration is vested in the education department. Internal administration rests with the different types of managements and the headmaster. Without going into further details it is enough and necessary to say for the present that this administrative organisation with the administrator of the school fixed in a frame of rigid rules is antithetical to our best 'thinking of democratic structure'. It is a privilege and legitimate right of the headmaster to have a free hand in the internal administration of the school. The managements must give absolute freedom to the headmasters.

*Headmaster: Existing Conditions:*

The headmaster is the school administrator. He should be a dynamic personality and possess qualities of leadership. He is directly responsible for organising school activities effectively and supervising thoroughly. He should build up the morale and the tone of the school more by example than by precept. But the present state of affairs cannot be said to be satisfactory. It is because, in general, right type of people are not opting for the teaching profession and talented teachers, rich with wide experience, worthy of elevation, are wanting in required numbers. Consequently tone and efficiency are impaired. Dignity too is endangered because of his low socio-economic status compared to other officials in similar situations of responsibility.

His responsibilities are onerous and varied. With unqualified and unsuitable teaching staff on the one hand and inadequate and inefficient clerical assistance on the other, he is rendered helpless to bestow all the attention intended of him on teaching, organisation and supervision. It cannot be an exaggeration to say that he is reduced to the veritable position of a clerk. He has neither time to plan nor freedom to act.

*Plan of Action:*

1. Notwithstanding the disabilities and the attendant discontentment, the headmaster should, as in duty bound, realise the high responsibility vested in him and discharge the duties expected of him.

2. He should not be self-centred and too much self-conscious.

3. The traditional authoritarian attitude serves no purpose. He should tap all available resources and enlist the hearty co-operation of his teachers and pupils. He should plan with them; work with them and make them feel they have an important role to play in the community life of the school.

4. Departmental heads, alluded to elsewhere, may be made to share the responsibilities of planning the year's work and supervising the work of the subject teachers.

*Recommendations:*

1. The headmaster has a complete daily programme if he executes his administrative responsibilities satisfactorily. So teaching work of a specific minimum need not be insisted upon.

2. In schools with over 500 numbers, besides a clerk, an accountant responsible for accounts and monies should be appointed.

3. The senior assistant may be designated as assistant headmaster and entrusted with supervision duties of the lower forms.

4. Only talented teachers with an experience of at least ten years should be promoted as headmasters.

5. The status of the headmaster should be raised to that of a gazetted officer.

6. The scale of pay recommended by the Central Pay Commission should be adopted.

7. The service of the headmasters under all the managements should be provincialised.

8. Absolute freedom should be allowed in the internal administration of the school.

9. The headmaster should have his say in the selection and transfer of teachers.

10. There should be no outside control in admissions, promotions and prescription of text-books.

11. He should be treated as belonging to a non-vacation department since he is to be in full charge of the school, attending to the important work of promotions, planning for the coming year etc. besides the regular official routine during the entire period of the vacation.

12. Provision may be made for the intercharge of headmasters and educational officers so as to keep them in touch with both the aspects of administration.

*Teaching Personnel: Existing Conditions:*

In the community life of the school, the teacher has an important role to play. He is the liaison between the headmaster and the pupils. He should be so placed as to gain not only the confidence of the headmaster but the love and regard of the pupils. Efficient work at school depends chiefly on suitable and adequate staff. At present most of the schools are understaffed due to the dearth of qualified hands. The position has become acute with the introduction of diversified courses of study. With the upgrading of schools to higher secondary and multipurpose schools, it may become alarming.

Teachers being discontented with their lot are not generally interested in their work. Some are slow to move with the times and appreciate the new trends; some are overworked and consequently unable to do justice to creative work; some have neither full nor responsible work. Pupils too evince little interest in the non-examination subjects. This irresponsibility and disinterest have no doubt a bearing on the present indiscipline in the schools.

*Plan of Action:*

The main objective of planning for effective instruction is to raise the standard of attainment of pupils. Despite the present limitations instruction may still be improved by organizing subject-teacher-committees with the senior assistants as chairmen, who shall also function as departmental heads. The committees should work—

(1) to guide the unqualified teachers, to plan their lessons carefully in advance and to follow the classroom procedure with understanding,

(2) to plan the syllabuses for the year and chalk out the follow-up process,

(3) to discuss improved methods of instruction and evaluation, keeping in touch with developments in pedagogy,

(4) to review and suggest text-books suited to the local standards,

(5) to organize demonstration lessons by the headmaster and senior assistants periodically,

(6) to conduct short refresher courses and organize educational exhibitions during the vacations with special reference to the preparation and use of teaching aids, and

(7) to hold group discussions and solve problems arising in the actual teaching of the subjects in the classroom.

*N.B.*—The headmaster shall be the observer on all these committees.

*Recommendations:*

1. Recruitment of non-government teachers should be made by a committee constituted on a district level for the purpose with the headmaster or a representative of the headmasters' association, as the case may be, as a member.

The objective should be to recruit the right type of persons with character and learning, without fear or favour.

2. As far as possible only fully qualified teachers should be appointed. Where it is not so, the number of unqualified teachers should be limited to 25% of the total number of that cadre.

3. Besides the headmaster, pandits, munshis and specialist teachers, there should be as many teachers as there are sections in schools.

4. In view of the increased co-curricular and other activity programmes, until such time as Saturdays are working days and co-curricular activities are included in the time-table, the minimum of 17 hours of work for school assistants need not be insisted upon.

5. Transfers should not be frequent and are not ordinarily to be made in the middle of the school year.

6. Since the same quality and volume or work is expected of teachers serving in schools under different kinds of managements, equity demands that there should be uniformity in their scales of pay and service conditions.

7. The socio-economic status of teachers should be improved to attract the best brains to the profession. Their emoluments should compare favourably with those of similarly qualified persons in other promising walks of life. This is the best way of putting a stop to private tuitions which are telling heavily on the morale of the teaching profession. It should be noted that not out of avarice but to meet the needs of the growing families that teachers are resorting reluctantly to private tuitions to supplement their income.

8. Comfortable living quarters for teachers should be provided in the school premises. This enables them to establish intimate contacts and develop an abiding interest in the school.

9. In small schools where specialist teachers have no full work, secondary grade teachers with specialist qualifications should be preferred.

10. Such teachers should be given the scale of pay beneficial to them.

11. In-service training should be organized from time to time in scouting and citizenship activities, Junior Red Cross, games and sports, library service, museum technique, social service and new methods of testing and evaluation to fit teachers properly in the reoriented scheme of education.

12. A trained librarian should be appointed in every school so as to render the library fully useful.

*Inspection of Schools :*

*Existing Conditions :*

Inspection of schools is conducted by District Educational Officers assisted by their staff. The present inspection of schools is more formal and lacking in thoroughness. This is because the inspecting officers in the midst of their multiple duties hardly find time to complete the round of inspections programmed for the year. The inspecting personnel is not increased in proportion to the growth of the schools in number, with the result that this vital part of their duty is relegated to the background.

*Plan of Action* is outside the scope of this group.

*Recommendations :*

1. The inspecting officer may be designated as Educational Adviser who should function now as a friend, philosopher and guide.

2. Administration of secondary education should be separated from that of elementary education and should be put in independent charge of an officer.

3. An expert committee of five called "Education Advisory Council" may be constituted for each district with the Educational Adviser of the district as chairman. The other four members—each for one subject—may be drafted, year after year from the training college personnel and from the experienced and efficient headmasters and school assistants. The

team may be assisted by the subordinate inspecting staff now and then.

4. The inspection of each school may be spread over five days to render it thorough and effective.

5. The aim of inspection should be to advise and guide with reference to local conditions and, if necessary, to organize demonstration lessons. It should be a source of enlightenment and education to teachers.

6. Provision should be made for the inspecting personnel to participate in seminars and the like projects to keep pace with the modern educational thought.

B. Facilities

*Accommodation, Equipment, Playground and Garden : Existing Conditions :*

To meet popular demand, schools increased in number and bulk since the advent of independence. Most of these suffer for want of proper accommodation and equipment, playground and garden facilities.

*Plan of Action :*

The report of the Secondary Education Commission states that 'The first concern of the school should be to provide for the pupil a rich, pleasant and stimulating environment.' The present drab environment may be made pleasant and attractive with the joint efforts of the teachers and the pupils by—

(1) keeping the school premises scrupulously clean and neat every day,

(2) holding open air classes under the shady trees,

(3) beautifying the classroom walls and thatti partitions with pictures and drawings,

(4) preparing teaching aids with inexpensive material as is available in the locality,

(5) organizing and conducting group games in any open space available in the absence of playground,

(6) stimulating the interests of pupils to plan and play indoor games,

(7) cordoning off the street traffic for a short time to use it for physical activities wherever necessary,

(8) growing live fencing round the school and garden,

(9) raising beauty spots with crotons and flower plants,

(10) beautifying the frontage with ever green plants, creepers and decorating it with ornamental plants kept in flower-pots,

(11) planning of avenue and shady trees on vanamhotsava days and taking care of them, and

(12) raising a botanical garden within the convenience and scope of the school.

*Recommendations :*

(1) Suitable sites for school buildings may be secured with the help of 'Bhoodan' movement.

(2) Thatched sheds should be replaced at least by asbestos roofed semi-pucca constructions.

(3) Where accommodation is a keen problem, shift-system may be resorted to tentatively.

(4) Where necessary, provision for lunch room, cycle stands, protected wells, in case wholesome water is not available, and good sanitary arrangements should be made immediately.

(5) Managements should provide schools with suitable and adequate equipment, furniture, general library, laboratory articles, and other teaching appliances.

(6) Classrooms should be furnished with light and portable single seats and writing tables instead of heavy and expensive long benches and duel desks.

(7) New institutions should not ordinarily be opened till the essential needs of all the existing schools are satisfied.

(8) Public support should be enlisted to improve the conditions, especially

in block development and community project areas.

(9) Within a period of ten years all the schools should be housed in pucca buildings with full facilities for retiring rooms for teachers and headmaster, boys and girls, an auditorium, subject rooms for science, social studies and languages, library hall and reading room, gymnasium and hostel for outside students.

*Crowded Classes and Curricula, Working Days : Existing Conditions :*

Due to increased demand for secondary education classrooms, as a rule, are over-crowded with the result that individual attention could not be bestowed and correction of written work is neglected. With the increased impetus to co-curricular activities, the curricula become too crowded. The traditional curricula based on the idea of quantitative knowledge are a misfit in the present setup. Emphasis is placed on subject matter of questionable quality which needs reorientation. To cover this curricula a minimum of 180 working days are fixed for the year. The school works for five hours a day and for five days in the week.

*Plan of Action :*

1. To better the classroom instruction workshop way may be adopted wherever possible. By way of illustration : A class of 45 may be divided into groups of 9 each. Pupils good at study-subjects may be leaders, trained to take care of the slow learners in their groups. They should meet at least once a week to review their work and plan for the next week.

2. Again it may be divided into 15 informal groups taking care to see that each batch has in it an above average, an average and a below average pupil. Problems in a subject may be set and the groups asked to find out the solutions in a period exclusively set apart for the purpose. This tends to keep the backward pupils engaged, makes them think and gives scope for self-expression in group discussions. Every care must be taken to see that the pupils are unaware of this grouping on merit basis. The scope may be widened gradually to all subjects.

3. The school library also furnishes a fine field for group activity. Pupils may be divided into batches and made to utilise the library during their leisure hours, to enrich their knowledge under the guidance of specially trained students.

4. Class libraries with open access system may be encouraged.

*Recommendations :*

1. For effective learning the strength of a section should not ordinarily exceed 30.

2. The present 'quantity curricula' must be reorientated to 'quality-curricula'. The child and not the subject-matter should be the centre of study.

3. Working days in the year should be 200, with an annual vacation of two full months, and two breaks of 15 days each between the terms.

4. Saturdays should be working days and two half days preferably the afternoon sessions of Wednesday and Saturday should be set apart for citizenship and co-curricular activities.

5. The number of miscellaneous holidays may be reduced if necessary to keep up the number of working days to 200.

### C. Relations

*Existing Conditions :*

Democratic living can become an accomplished fact only when the school and the community contribute their part for better mutual understanding. We have set as our ideal the establishment of a classless and casteless society, and the school must play its part fittingly in the founding of the welfare society. It should be the means to establish good relations.

But at present schools in general do not present a very happy picture. There is much to be desired in the relations between the headmaster and the teachers. The bond of relationship between the teacher and the pupils is too weak. Public interest too ceases as soon as the schools are started.

*Plan of Action :*

*Headmaster and his Assistants :* Harmonius relationship between the headmaster and the assistants may be established by

(1) the headmaster being made too self-conscious,

(2) reposing confidence in his teachers and treating them kindly and courteously,

(3) sharing responsibilities with the teachers in important work such as planning the school work, organizing co-curricular activities, school functions, etc.,

(4) being considerate to their difficulties and viewing with sympathy their shortcomings, if any,

(5) allowing them enough freedom in their classroom work,

(6) organizing periodical conferences to talk out problems of common concern,

(7) getting up week-end socials which would enable a free exchange of ideas over a cup of coffee,

(8) arranging outings and excursions,

(9) joint participation in adult education campaigns, and

(10) reposing trust in all directions to beget trust.

*Teachers and Pupils :* Affinity between teachers and pupils may be developed by adopting the following :

(1) The teacher should not be a task master.

(2) The erring and delinquent child should be dealt with care and consideration.

(3) Group activities in various spheres may be encouraged without let or hindrance.

(4) Activity Faculty consisting of pupil-representatives may be organized to plan and conduct leisure-hour and pastime programmes.

(5) Pupils may be given freedom to express their views freely and fearlessly in the classroom.

(6) The headmaster should be accessible to the pupils and confer freely with them.

*School and Community :*

(1) The headmaster and teachers should make frequent visits to parents and influential persons to evoke their interest for the school.

(2) Parent-teacher associations may be formed to promote mutual good-will.

(3) Progress cards, cumulative records and medical inspection reports may be an effective means of enlisting parental co-operation.

(4) Active co-operation of the community may be enlisted in school functions such as the School Day, Sports Day and the Parents' Day and national celebrations like Independence Day, Republic Day, Gandhi Jayanti, etc.

(5) Relief during outbreak of fire, famine, flood or epidemic may be organized by the Social Service League of the school.

(6) Youth service and labour camps may be organized in the vacations to infuse dignity of labour and to inculcate the spirit of community service.

*Recommendations :*

1. A handsome amount may be allotted annually to get up school functions and national celebrations contemplated under the plan of action.

2. Joint seminars for the public, managements and teachers may be organized to arouse public interest to appreciate modern trends in education.

## CONCLUSION

'The ultimate purpose of the school is to build up democratic character in children.' The school is the headmaster, the teachers and the children—all working together to achieve an ideal. The headmaster is the leader to inspire and guide. The teacher is the pivot of education at all times. But the teacher of to-day, set in a low socio-economic status, is far from the ideal. He is always at his wit's end to evoke attraction, attention, inspiration and emotion of the pupils. This contributes not a little among other causes to the indiscipline in the growing generation, which needs averting at all costs. Indeed discipline is the bedrock of democracy. The teacher therefore should be cared for at least in the interests of the safety of the State. In a country where the love of learning had its earliest origin with a glorious heritage of culture spread over thousands of years, it is not impossible to revive respect for the teacher and to regain the soul of the school to play the central role in the transition of the society from autocratic domination to democratic freedom.

## PERSONNEL OF GROUP (II-B)

1. *Chairman* Sri Krishnaiah S. (Andhra)
2. „ Krishnamacharyulu M. ( -do- )
3. „ Rami Reddy Y. ( -do- )
4. „ Narayana Reddy A. (Madras)
5. Smt. Narayanamma K. (Andhra)
6. Sri Muhammad K. (Madras)
7. *Recorder* Sri Shanmugasundaram P. (Madras)

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## (iii) How can we amend or change the Curriculum to meet the Needs of Society?

*The Needs of a Democratic Society :*

(i) India attained independence a decade ago. It is now a social democratic Republic. This has entailed on her subjects a heavy responsibility. The people must acquire intellectual, technical and social competencies. They should have powers of independent judgment on all kinds of social and political issues.

Secondary Education in India is the termination stage for a vast majority of its students. So it must give them adequate knowledge and training before they leave its portals. They should be able to view any issue impartially and objectively and then accept or discard it on its own merits.

Teachers have to take note of this important function of education. For the type of lessons now given and methods now followed call for only passive acceptance of unrelated facts, which procedure is unable to help students develop powers of analysis and judgment.

(ii) Democracy is based on the faith in the dignity and worth of each and every individual of society. So the differences in the physical, mental and economic aspects of pupils must be carefully diagnosed and suitable adjustments and training be arranged in the modern schools for the purpose of developing the personality of each student.

(iii) A democratic society also needs discipline and co-operation on the part of its people. The school must provide a programme which will develop these two necessary qualities in youth.

(iv) A democratic society demands vocational or technical efficiency on the part of its members. One must not be a burden to society but must earn one's living by working efficiently at some job or another. India has fertile soil and is rich in mineral wealth. But the greatest wealth of a country exists in the ingenuity and skill of its people. India needs a band of intelligent well-trained youths quite conscious of their powers. Only then can society improve and keep pace with other progressive nations.

(v) Discovery and development of artistic abilities of children are some other needs of a democratic society, that engender the production of great literature and creation of works of art; crafts and healthy hobbies are some new things that must find a place on the new curriculum.

Our nation has to face several problems such as :

(a) Maintenance of independence.

(b) Making nation self-sufficient in food, clothing and other materials.

(c) Improving agricultural and industrial production and raising standards of living.

National leaders and educationists have a firm belief that well organized schools and suitable curricula can play a significant part in all national plans.

*Defects :*

Unfortunately the present curriculum suffers from serious defects.

(i) It is bookish and narrow in conception. It leads students blindly to one examination or another. It encourages cramming. Students do not acquire active and regular work habits. They wake late at the fag end of the year, learn by heart so-called important portions and take risks with passes and failures.

(ii) The syllabus lacks in rich and significant content. Still it is overloaded. Students have to study a number of subjects taught as separate entities. They fail to grasp the organic inter-relationship between them. The unsuitable syllabus increases boredom and causes indiscipline.

(iii) There is little provision for practical activities. Histrionic talents, music and artistic tastes do not find an outlet through the present curriculum. A large part of the pupil's personality is undeveloped.

(iv) India has diversity in food, clothing, religion, language, income and occupation. The school-going population is increasing by leaps and bounds. They are drawn from varying strata of society. Yet no attempt has been made so far to recognise these differences in attitudes and aptitudes. All pupils have to learn the same subjects whether they like them or not.

(v) Adequate training in vocational or technical subjects is lacking. So the youths are unable to take part in the industrial development of the country.

(vi) The text-books are also not suited to the children either in content or in approach. There is a great need for better text-books especially in the regional languages.

(vii) There is no provision for guidance and counselling, to help students to discover their potentialities, to solve their problems and make adjustments or to be helped in finding a vocation.

*Basic Principles of Curriculum Modification :*

(i) A true curriculum should take into consideration the totality of experiences that a pupil gains throughout the manifold activities of the school, *viz.*, classroom, library, laboratory, playgrounds and school functions. So the tremendous task of the New Education is to modify the present curriculum which can plan for suitable situations for learning through self-activity.

(ii) The programme of studies should provide both for common learnings as a part of general education, and also for a variety of healthy experiences. The common element should embody rudi-

ments of art, music, crafts, general science, literature and a study of civic and social problems of living in a society.

(iii) The syllabus must be flexible, capable of being adapted to local needs and situations. This adjustment will give the teachers some scope and share in bringing the school and community nearer.

(iv) The curriculum should not only train students for work but also for leisure and recreation. Sports and games and healthy hobbies must find mention in the curriculum.

*Modified Curriculum :*

The following broad outline of the curriculum as suggested by Secondary Education Commission Report may be taken as the basis of new curriculum. Certain additions and deletions may be made to suit the needs of youth and community in which the school is located.

A. *Languages :*

(*i*) Mother tongue or Regional Language.

(*ii*) Hindi (National Language).

(*iii*) English

Or a classical language (Sanskrit, Arabic, etc.).

Or another Modern Indian Language.

B. (*i*) *Social Studies :* (General course compulsory for two years).

(*ii*) *General Science and Mathematics :* (Compulsory for two years).

C. *One* of the following crafts :

(*a*) Spinning and Weaving.
(*b*) Wood work.
(*c*) Metal work.
(*d*) Modelling.
(*e*) Gardening.
(*f*) Tailoring.
(*g*) Printing.
(*h*) Sewing.
(i) Workshop practice, etc., etc.

D. *Three* subjects from *one* of specified groups :

*Non-Examination Subjects*

| | |
|---|---|
| Group 1. Humanities | Mathematics and Science (General) |
| Group 2. Sciences | Social Studies |
| Group 3. Technical | Social Studies |
| Group 4. Commercial | Mathematics and General Science |
| Group 5. Agricultural | Social Studies |
| Group 6. Fine Arts | Mathematics and General Science |
| Group 7. Home Science | Mathematics, General Science and Social Studies. |

*Suggestions :*

(i) Subjects under Group B are common for all pupils for the first two years.

(ii) In next two years a student may choose Social Studies or Mathematics and Science in contradiction to his elective subjects.

(iii) The elective recommended by the Report in E may be deleted as provision has been made in the New Curriculum for the following :

(*a*) Physical Education
(*b*) Manual Labour
(*c*) Social Service

(Of course these become non-examination subjects but have to be adjusted within the frame-work of time-table as far as possible.)

## BASIC EDUCATION

One of the effective methods advocated by some modern educationists is to impart education through a craft. Basic Education imparts education through a particular craft and develops an individual in body, mind and soul in a harmonious manner. Important sub-

jects like Social Studies, Sanitation and Arithmetic are suitably correlated with the chosen craft. Students trained under this scheme are expected to be responsible, co-operative citizens, who have higher values of life.

(i) The pupil learns a basic craft thoroughly and becomes confident of earning his livelihood.

(ii) As the craft selected will be something related to society, the school becomes the centre of the community. On account of its many advantages, the Government is willing to encourage the rapid expansion of Basic Education. However it is still in the experimental stage. At present separate Basic Schools in rural parts that are adequately financed may be established. Lack of properly trained teachers in the philosophy and practice of Basic Education is another handicap.

How can Basic Education be introduced in schools ? In the Basic Schools already in existence, what other subjects can be introduced ? Is it possible to teach all the school subjects through a craft ? What is the method of evaluation to be adopted in the Basic Schools ? These are some of the many questions that must be answered.

Corresponding to the Primary and the Secondary stages of the general type of schools, it is advisable to organize junior and senior Basic Schools. Many of the general school subjects can be correlated with a craft. But other types of schools can also be established such as multi-purpose ones, where Basic Education through a craft cannot be so well correlated. Perhaps a work-experience programme might be developed to bring about this correlation.

*Core Curriculum :*

The Core Curriculum offers the greatest possibilities for the development of modern conceptions of learning through experience and is equally consistent with the kind of behaviour needed for our democratic society. The Core Curriculum emphasizes the classroom as a living setting for the best development of its pupils.

The following are the drawbacks of the present classroom situations in India :

(i) Too much emphasis is laid on the subject-matter without relationship to the pupil's needs, interests or abilities.

(ii) Too much dependence is put on the text-books as sources of subject-matter.

(iii) The traditional school programme is too departmentalized.

(iv) It takes little account of real life situations. The challenging economic and social issues are not sufficiently reflected in the classroom. The world is shut out.

(v) Classroom experiences are planned and conducted without sufficient regard for what we now know about the learning process and the researches made in child-growth and development.

(vi) Pupils receive little or no experience in assuming responsibility or in making choices. Procedures and text-book study are decided for them.

(vii) Class periods are too short for extended activities that vitalize learning.

(viii) Little opportunity is given for guidance in the classroom. Teachers and pupils do not become well acquainted.

The Core Curriculum has emerged with a view of obviating some of these defects. Besides, it has some distinct advantages:

(i) Its freedom from subject-matter patterns functions as the distinctive object.

(ii) It lays emphasis on group-problem solving. It gives scope for teacher-pupil planning. It discourages the pre-determination of group goals and procedures by teachers and text-book writers. Thus it caters to the spirit of adventure and discovery.

(iii) It provides for a large block of time and helps motivation and sustenance of interest in the work on hand.

(iv) It emphasises improved guidance and counselling at classroom level.

(v) It works on the well established principle of real learning taking place only when real experiences occur.

*Its Application :*

First the teacher together with the students formulates a unit of work satisfactory to them. For example, a unit in the Fourth Form, which may be of interest to students might be built around, "Orientation", including such units as, "Finding myself in school and community", "Choosing a vocation", "New horizons through Literature", and "India and world affairs". Such units would correlate English, Social Studies, Civics and Guidance.

This is followed by an assignment in which every student prepares a list of experiences, and areas of information which he would like to develop in these units. Resources are made available. Further, subject-matter areas for study are selected by the class ; standards for evaluation are drawn up. The choice of area is justified by each student and the class benefits by the study of the choice of each person. Students learn methods of getting information, co-ordinating and classifying. The decision of the area for study is taken and the topic is outlined. The outline serves as the main project of the core class. Each item on the outline forms the basis for a report by the students studying that area.

In the composition class, the students may be asked to choose a number of topics in which they are interested. The class is divided into groups according to individual choice. These groups discuss the topics chosen by themselves. Books, magazines, papers, and well-directed radio-listening should be available to them to help them gather material, in addition to a number of dictionaries and resource books. An outline is drafted by each group and each item is assigned to one or two students for a report ; it includes drawings and paintings.

The reports are given in logical order, and the group listens to the whole, making suggestions for improvements. The whole subject is completed in a spirit of co-operation and thinking in terms of group-welfare, which is the essence of democracy in action.

In core, pupils not only study democractic way of working, but they also participate in it. To this end, each core class is organised on democratic principles with chairmen, committees, and other group activities to enable it to function effectively. Each pupil therefore, has many opportunities to be a member of a working committee, to assume leadership, to develop initiative and responsibility and together with the help of the teacher, to plan, organise and present the materials he and his group select for study. This co-operative planning, combined with problem-solving, helps pupils develop poise and self-reliance.

## TEXT-BOOKS

(i) *Importance :*

A good text-book is a powerful instrument of instruction in the hands of a good teacher. It is a broader avenue to the destination of "Knowledge". In the lecture method the listeners will be passive. But the modern tendency is "learning by doing". So a good teacher trains his pupils to cultivate the habits of reading for which they must have good text-books, so that studies may be supplemented. A text-book supplements but does not supplant the teacher.

(ii) *Defects in the present-day text-books :*

They are not justified in developing certain topics as they do not provide suggestions to improve the teaching of an untrained teacher as to how to begin the topic and how to develop and end it.

They are not well-organised and there is no correlation of one topic with the other and with life outside the school.

The Syllabus is drafted by one and the text-book is written by somebody else.

Practice-questions, exercises and sequence of topics are not given sufficient attention.

*Recommendations :*

(i) The presentation should be logical, the matter being organised from easy to difficult and simple to complex. The presentation of the material should be simple so that the pupil may be able to understand without the help of the teacher at home.

(ii) To help pupils secure mastery of the laws, principles and processes without much waste of time and effort, text-books must contain devices such as, (*a*) illustrative examples for learning, (*b*) for testing and retention, they should have tests of comprehension, (*c*) for teaching purposes, reviews, summaries, tables of useful formulae, tables of contents and an index should be given.

(iii) Illustrations should aid in understanding and arousing interest and make the subject-matter real to pupils, especially those with which pupils are not acquainted and which are very desirable such as : pictures of business forms, insurance forms, stock certificates and forms, cheque blanks and pictures of mathematicians, scientists, great men, buildings containing arches, ellipses, bridges with designs and patterns.

(iv) With regard to style and vocabulary, language should be suited to pupils' standard for whom the book is intended. Style must be simple and clear.

(v) Regarding the physical aspects of the book,

(a) the size of the book should be such as to enable the pupils to carry it easily ;

(b) paper should not be glossy to avoid strain on the eye ;

(c) colour of the cover should be pleasing and the colour should not fade away ;

(d) binding should be substantial, flexible and durable ; and

(e) type should be bold to emphasise different items in the text-book.

(vi) In regard to the role of the State :

(a) A State Text-Book Committee should be constituted in each state which includes educationists, psychologists and experienced teachers.

(b) State Governments should undertake the organization of educational research which will offer material for the production of better text-books and general reading books. Children's interests and attainments at various levels, the gradation of language material needed in language text-books, and the types of questions and exercises that would be most useful to pupils may be studied.

(c) Text-books must be made cheaper (cost should be reduced at least 1/4 of what it is now. This can be done by avoiding canvassing, giving specimen books and such other practices for getting a text-book prescribed).

(vii) The text-book should also suggest and provide for maps, charts, models, playlets and practical activities based on the lessons.

(viii) The text-book should also suggest useful reference books for each lesson.

(ix) The author of the text-book should be generally a person of standing and high repute.

(x) The group unanimously agrees with the Regional Seminar Report on Secondary Education, Coonoor, June, 1954, that

(a) Government monopoly may lead to regimentation.

(b) External influences are likely to come into play.

(c) It is likely to lead to party propaganda.

(d) It may be subject to the risk of deterioration in quality of the text-books.

(xi) The group further recommends that wider publicity be given

to the provision existing in the Madras Text-book Committee for the consideration of drafts of text-books in their manuscript form and suggests the following:

(a) There should be sufficient interval allowed between the publication of the syllabus and introduction of the syllabus to allow a sufficient number of good books to be published on each subject.

(b) Publication of guide books for the various subjects by the Government as is done by Madras State.

(c) The training colleges should maintain libraries of useful text-books, teaching aids, blocks of illustrations and audio-visual equipment. A departmental mobile exhibition of the above teaching equipment will be helpful.

*Guidance :*

Man is a social animal. In the growth of one's life and the development of society, the need for guiding finds its inevitable place. Helping persons or groups to solve problems by their own efforts and aiding them to overcome or adjust to situations is called guidance.

The outlook on education is changing. The rule of the rod is finding a grave. Teachers of to-day have begun to love children, to treat them as individuals with due respect and above all to help them to grow to their full stature, tapping their talents to achieve their own potential and be of use to society at large.

Guidance, if tactfully administered, will surely serve mankind in establishing a happy society and will forge the fusion of national links to realise the dream of "One World."

The teacher with a guidance concept must be a person of infinite patience, sympathy, understanding and ever resourceful. He must have a thorough knowledge of a child's mind and its growth. He must understand also the child's social needs. Such a teacher alone will take care of the children of to-day, and slowly draw from them the hidden capacities and will help them to enjoy life to the fullest.

There are problem children everywhere. Boys are found to steal, to be quarrelsome, to run away from school to spend the fee amount for personal use. If such boys are not guided and are left to grow in their tendencies, then they will be a menance to the society, and a problem to the Government. With these boys the teacher of guidance has a role to play. He must take the boy into his confidence and prove himself a great support to him. He must explore the whole situation. He must study the home life and then create situations in the classroom, such that the problem child will change his behaviour and will become a true citizen.

Let us take an example of a student who has taken to stealing. In a class, books were found missing. The teacher heard the complaint and he alerted the students to be on their guard. One of the students went to the second-hand book shop. He found his own book displayed for sale. The boy bought the book and sought the help of the book-seller to look at the offender carefully when he comes a second time to sell the stolen property.

After some days again some books disappeared. This stealing event spread like wild fire and the headmaster came to know of it. He was also interested in finding out the culprit.

The first boy asked the book-seller to come during the school hours next day. At that time the book-seller spotted out the culprit, who was taken to the headmaster. The headmaster then learnt from him the details of his stealing career.

The headmaster subsequently sent for the parent and told him all about his son's deeds. He struck off the name of the boy from the rolls and a remark of bad character was made in the transfer certificate.

By such action as described above, the headmaster had not understood the boy, and had not helped the parents or the boy to solve his problem. The headmaster also left a condemning statement on the boy's future record. The boy went out therefore into his community and into society to spread his infection among the boys of his age.

In America such situations are dealt with deep understanding. Parents are helped and the child learns to realise his mistake. The guidance teacher and other teachers interested in him would help this boy to realise his mistake and to change his behaviour.

In Indian schools, there are no guidance experts and teachers are not trained adequately enough in the guidance point of view.

It is time now that the educationists of India should pay attention to the proper guidance to all children and should provide training to teachers in guidance and counselling.

The classrooms are flocked and the strength in each class ranges from 50 to 60. It is a difficult problem for the teacher to pay individual attention to pupils, but still a teacher trained in guidance can be of great use in tackling problematic children and in meeting the needs of all children.

Besides the guidance in personal, social, moral and physical development of children, guidance is also needed in choosing an educational career, vocation, trades, and in understanding socio-economic problems. It steps into every walk of life and a proper application of it helps to turn a destructive situation into a constructive one.

Guidance and counselling should be a part of the programme of every school. In the new democratic set-up many opportunities are thrown open and young men coming out of high school find themselves at cross roads. They do not know what to do and feel dejected because their education has not helped them to meet the needs of their life or those of the society.



A guidance counsellor would surely guide them to enter those vocations which would suit their aptitudes. He would guide them to all the resources possible to find a suitable occupation. He would also guide them in the solution of personal and social problems.

The present curriculum should be changed to meet the needs of youth in a community and in society. Attempts are being made in India towards harnessing the curriculum to meet the needs of the society. National Community Projects have been started in the villages and are being expanded. Basic Education is also another attempt in this direction. In all these attempts towards a better curriculum, a guidance programme integrated with the curriculum would prove helpful.

The dawn of democracy has awakened us. New methods in education are given trial and what is best in other countries is being studied, so as to usher in a new era in the Indian Education System.

We are confident that India of today will once again serve the needs of her teeming millions by changing the curriculum and coupling it with guidance.

## PERSONNEL OF STUDY GROUP III

1. *Chairman* : Sri N. S. Anantha Rao (Mysore)

*Members* :

2. Sri Hussein Khan (Andhra)
3. Miss S. Ponnaiya (Mysore)
4. Sri K. Srinivasan (Hyderabad)
5. Sri R. Syed Ghouse (Madras)
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## (IV) How can we make Co-curricular Activities more effective in our Schools?

(i) *Introduction*

In a programme of 'Education of the Whole Man,' curricular and co-curricular activities should go hand in hand. The age of adolescence is characterised by excess energy bursting out with life, and the Secondary School Programme which corresponds to this age has to provide opportunities for self-expression. Viewed in relation to the objectives of Secondary Education as enunciated by S. E. C. Report, co-curricular activity assumes new importance and broadened scope. Unless supplemented by extra-curricular activity programme, the curriculum obtaining at present alone cannot succeed to provide those conditions which will help to produce that kind of citizen which the authors of the Report envisage. The two together help to produce the result more effectively. If curriculum is defined as "the experiences the learner has under the direction of the school", the co-curricular programmes acquire a new significance and perspective. They give youth of the school a world of their own. It is in these activities, in addition to the curricular work, that the students can be seen as a citizen, learner and adolescent, all in one. Properly viewed, planned and guided, the co-curriculm can become, "laboratory for the personal-social-moral - character-personality development of pupils."

The realisation of the teacher that in a class of 35, there are 35 children of unique personalities, coming from 35 different communities, backgrounds, homes, tastes and needs has made him provide a laboratory of a rich variety of co-curricular activity programmes to create, satisfy and accelerate the tastes, sharpen the talents, satisfy the needs and the psychological urges of youth. This also gives the school an opportunity to meet individual needs

in an individual way. It provides an opportunity for the teacher to study the pupil as an individual and a member of a group. Not all students are academically inclined and the co-curricular activity programmes afford a chance to such students to make good and to feel good, and thereby help to remove their sense of frustration. If secondary education aims at producing a kind of junior citizenry in our schools, the co-curricular programmes become citizenship laboratories and democratic proving grounds indeed; it provides the 'experience approach' to the young student where in he 'lives, laughs and learns'. It is this part of school programme which should challenge adolescent activity, meet adolescent needs and help to bring desirable adolescent attitudes. The co-curricular activities also become a developmental laboratory where the vocational bent and individual potentialities are discovered and focussed upon for encouragement, where the youth is socialised, and where he can achieve all-round growth. The co-curricular activities thus become an educational medium of real value, contributing in a larger or smaller measure, according to the nature of the activity, to the character training of youth in schools. Indeed, one of the well-known co-curricular activities, namely, scouting has often been referred to as a scheme of character training outside school hours.

As the concept of curriculum changes with the challenge of changing times, the concept of co-curriculum also changes, and so too its nature and scope. "The very terminology which has been used to indicate these activities portrays their progress; extra-curricular, extra-class, co-curriculum, core programme, experience curriculum. The polarity that formerly existed between curriculum and extra-curriculum has diminished year by year until now it is generally accepted that they are closely related, that one implements the other."[1]

### *(ii) Co-Curricular Activities in our Schools at present*

We venture to group these co-curricular activities obtaining in our schools under certain qualities and abilities which these inculcate in pupils, though this method of grouping is seriously exposed to the danger of over-lapping.

*Group A:*

*Group A: Those which help to develop individual skills, practical abilities and good craftsmanship and cater to the tastes and interests of individual students:*— Hobbies and crafts and crative pastimes come under this group. Collections of speciments for and arrangement of museum, gardening, 4-H Clubs, Nature Lovers' Clubs, model-making in clay, paper, plywood, cardboard, etc., may also be listed here.

*Group B:*

*Literary and Cultural development and appreciation:*— Cultural heritage drives, literary activities and competitions, picture and other kinds of album-making, music and art, dramatics, the Quiz Hour, one-verse-a-day, thought for the week, folk songs, dance and Kolattam, magazines (class and school; manuscript and printed), exhibitions, library reading, etc.

*Group C: Social and Civic Virtues and Values:*— (Sense of obligation to fellowmen, joy in manual work, etc.): Youth camps and labour services and social service leagues, manual labour squads, Health Weeks, Adult Literacy Campaigns, Junior Red Cross, Loksena, and Afforestation schemes (in Mysore State), tree-planting campaigns in other States, observance of national and international days of significance (*e.g.*, U.N. Day, World Health Day, Human Rights Day, Buddha Jayanti, Lincoln's Birthday, etc.).

*Group D: Development of espirit-de-corps, leadership and personality:*— A.C.C., N.C.C., Scouting and Guiding, Sports and Athletic activities, exercursions, hikes and camps, etc.

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[1] *The Activity Period in Public High Schools* (Ellsworth Tomkins).

*(iii) Successful activities in our Schools at present*

We are affraid we cannot say that any activity at present in our schools is completely successful. But comparatively speaking, certain activities, viewed from organisation and planning, supervision and interest evinced by pupils may be said to be fairly successful. Sports and Athletics come under this category. With more Y.M.C.A. trained personnel now than before, with more playgrounds, with better facilities and equipment and public support, these activities have a greater chance of succeeding and enthusing the pupils. But viewed from the dictum, "A sport for every pupil and every pupil in a sport," our schools have to go a long way. Sports and athletics are acceptable as a healthy and positive method of drawing off the excess energy of youth which otherwise might find outlet in vandalism or other violations of school regulations and discipline. These have frequently served to provide an amalgam which holds the student body together in a common loyalty. This loyalty may carry over into community pride and national patriotism. A scientific programme of physical education is bound to produce smiling children in our schools and smiling schools in our country. It is gratifying that in schools in Madras and Andhra States every pupil participates in physical education activities and gets credit for it in his or her S.S.L.C. book. As such, these activities have become curricular in these two States.

Scouting has received, of late, much impetus and encouragement from the department. With more training camps, every school has had the benefit of at least two or three teachers being trained in scouting. The Andhra State, in addition, pays some remuneration to the scout teacher. When the full benefits of these measures come to be realised, it may bring more students into the organisation and schools and more smartness and joy into the lives of many students, as it has already done in a few schools. With more facilities for camping and more financial resources for activities like these, with a greater recognition of its potentialities by the teacher—for scouting is one of the few all-comprehensive self-contained youth programmes based on a deep understanding of youth psychology and an application of it in practice—scouting is assured of a more useful and successful role in the life of our schools. The same may be said of Guiding for girls, except in respect of numbers.

Activities of literary and cultural nature, art and music and dramatics also can be said to be reasonably successful. But in these things, as in most others, it is the teacher that makes these things what they are.

The National Cadet Corps, Auxiliary Cadet Corps, Junior Red Cross and Citizenship Training, wherever they are, are comparatively successful.

During recent years Manual labour squads (Shramadan movement) and Social Service Leagues have attracted good many teachers and students as well. Properly planned and integrated with the school work, they are bound to take their place as common curricular activities in many schools. These co-curricular activities have a better chance of effective implementation in residential and urban schools than in rural schools.

The success mentioned in the above paragraph has to be qualified by the fact that it is not all students in a school or even a large proportion who participate in co-curricular activities. It refers only to the results in the case of students who actually have participated in them. A sample survey in this respect which we made supports the general observation that a large proportion of students does not actively participate for various reasons mentioned elsewhere in this report. It is also found in the survey that most students choose social studies and science classes as their favourite classes because of the fact that there is more activity owing to demonstration, charts, pictures, film-shows, etc., etc., in these classes which is a pointer to us.

*(iv) Obstacles for the effective implementation of co-curricular activities and how to overcome them.*

A good co-curricular programme should aspire to provide for (1) a good use of leisure, self realisation and helpful ethical, social and civic attitudes on the part of ALL students ; (2) pressing into service the TOTAL PERSONNEL and other resources of the school ; and (3) democratic training.

And a good co-curricular activity programme should (1) grow out of the life of the school and interests of the pupils ; (2) not be rigid, but spontaneous with flexibility and free from strict control ; (3) be accepted wholeheartedly by the staff ; (4) be a supervised programme ; and (5) recognise pupil responsibility as school citizens. When the above mentioned conditions are fulfilled, there is a reasonable chance for the effective implementation of the activity programmes in our schools.

We list hereunder, in brief, some of the difficulties and obstacles we face in the way of implementing effectively such programmes.

(1) Lack of physical facilities like playground, room-space and adequate equipment.

(2) Lack of time.

(3) Over-crowded and ambitious syllabus.

(4) The demands of formal examinations both on the teacher and pupils.

(5) Lack of sufficient financial resources.

(6) Lack of trained personnel on the staff.[2]

(7) Lack of lady teachers on the staff of mixed schools to assist girl pupils.

(8) Lack of interest and enthusiasm in staff, resulting in overburdening a few interested teachers.

(9) The circumstances which force even the willing teacher to spend his little spare time on private tuition rather than on co-curricular activities.

(10) Distance of the pupils' homes from the school.

(11) Lack of adequate and careful planning, organisation and supervision.

(12) Lack of proper appreciation by the authorities concerned of the good work done.

We do not propose here to deal with every obstacle and suggest methods of overcoming them. Only a few observations are attempted. Our primary concern in schools would be how best to remove the factors that make the implementation of the co-curricular activity programmes ineffective.

In organising these activities four patterns may be adopted.

(1) The activity period making provision for ALL pupils and ALL teachers, giving the activities a status co-equal with the curriculum.

(2) The core programme which consolidates and integrates many of the extra-class activities, with the class activities.

(3) To set apart a half-day in the week of six working days to the pursuit of co-curricular activities as recommended by the Secondary Education Commission (Vide Recommendation 39 of Ch. XIII).[3]

(4) The before-school and after-school activity programmes.

The last-mentioned is the one in vogue in most of our schools, though of late there is a preference shown for the first pattern. The second pattern seems to mitigate the disadvantages of other patterns if adopted and tried by well-planned and integrated class-room teaching. The third pattern is worth exploration. The planning, organising

2 This situation is however being met by the reorganised training colleges in Andhra and Madras, which provide for this and special training courses arranged by the Government periodically.

3 The Andhra Government has recently issued a circular making Saturday a half-working day, to be utilised mostly for co-curricular activities.

and supervising of these activities should become the prime concern of the headmaster-staff-student body, acting co-operatively. Unsupervised activity becomes a liability indeed ! "Freedom and spontaneity" with which the child chooses an activity is important in organising these activity programmes. The whole ranges of activities are "Interest Activities" born out of choice and interest of the students and maintained by the same.

With a programme wholeheartedly accepted by the staff, with better facilities and resources, more trained personnel, more faith in co-curricular activities as educational media, an inspectorate and administration more appreciative of the substantial than the showy part of the activities, better recognition of the abilities of students in these activities by way of 'mention' and 'service points' in evaluating their progress, the disappearance of old prejudices against these activities, with the present tendency to mitigate the rigours of the examination system, with more encouragement forthcoming now from the educational departments, with more organised student leadership, with business and industry giving due weight to activity records of the pupils, the co-curricular activity programmes are bound to become more effective. The school might also be permitted to raise funds from the public by arranging flag sales, benefit performances, sale day, school monthly shandy, etc., under the auspices of a disinterested body of well-wishers, if this course is preferred in the interests of successful results. We endorse the Secondary Education Commission's Recommendations for Government grants for these activities. The headmaster may also be given more discretion to make reappropriation of special fees to meet the varying needs of different activities. The appointment of a council of co-curricular activity programme with a faculty chairman or co-ordination adviser be considered as one of the factors contributing to a more effective implementation of these activities.

In such States where the rate of special fees is low or meagre, probably fixed a long time back, we recommend that the rate should be raised taking into account a broader and more up-to-date view of co-curricular activities.

*(v) Suggestions for integrating co-curricular activities with classroom work.*

Many schools confine these activities to before and after class hours. At present there is a growing tendency to incorporate them into the regular school day. This reflects the educators' growing realisation of their responsibility for the mental and physical well-being of youth. More than one Headmasters' Seminar have recommended 'Extra activity period' in school daily schedule, and recently the Mysore Seminar has also recommended the same. This arrangement, we are afraid, tends to give these activities the impression of exclusive academic work, and no recreational atmosphere. We hesitate to fully endorse this stand, because there is a tendency for the loss of flexibility the moment these activities are brought within the regular school time-table. The co-curricular activity hour is the most precious time for the youth for escape from adult control at home and adult control at school. Yet this 'activity period' may be adopted as a transitional measure.

Correctly speaking the co-curricular activities are 'just-growed' activities —they are activities that grow out of our class work and the interest of the pupils. For example a science club should grow out of science class work, a magazine out of regular language class. As such, integrating the extra-class activities with regular class-work would make both meaningful and interrelated. The classroom work then tends to have the spirit of spontaneity, flexibility and active participation of students, which are the characteristics of co-curricular activities.

The elder brotherly attitude of the teacher, which now exists in Scouting, can be transferred to the class-room

Working by groups, by patrols and by squads, which is the feature of Scouting, can also be appropriated in tackling class-room work, especially in social studies. The individual record of the scout can become a cumulative record of the student in class-work; the Junior Red Cross can be integrated with Hygiene and Health classes; album-making, celebration of the United Nations' Day and dramatisation with social studies and language classes; several hobbies and clubs with science work; bringing out the school news-letter with regular Language, Drawing and Art classes. In this way the extra-class-experiences can also be made meaningful as extended-class-work only.

Thus this integrated method in class-work takes on the role of "activity method" and becomes a meaningful learning experience which keeps and maintains the students' interest and participation.

It is upto the teacher to find out ways, situations and circumstances for integration. It requires the teacher to be flexible and resourceful.

(*vi*) *Conclusion* :

It has been observed that where no satisfactory arrangement for co-curricular activity has been made there have been cases of wide-spread mischief and where a well-organised, well-planned and properly-supervised programme had been in existence, the school community has been healthy, self-disciplined and joyous. As far as possible these activities should be integrated meaningfully, leaving some freedom to the students. They should be a continuous and purposeful part of our school life, an out-growth of regular school and class work, as far as possible brought in by the students and maintained as 'Their Programme'.

We have, in the course of this report, pointed out how co-curricular activities can be made more effective by increased facilities for the teachers training in them, and more material and financial support, and by the integration of these activities with the curricular programme. But we feel we should, in conclusion, emphasize that the attitude of the teacher in regarding these activities as a means by which he can bring joy into the lives of the pupils and thereby into his own life is the most important factor in making co-curricular activities effective; for we consider that, while additional emoluments to the teacher and the provision of material facilities may make these activities widespread, it is the zeal, vision and outlook of the teacher alone that can go to make these activities fruitful and effective.

PERSONNEL OF STUDY GROUP IV

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## (v) How can we raise the Status of Teachers ?

India had deliberately chosen the democratic way of living. To ensure the success of democray in the new set-up, every individual has a part to play and the teacher is no exception. He is an important factor in the educational reconstruction of any country, for it is his duty to help to prepare the future citizens of the country. In order to enable him to discharge his duties efficiently and effectively, the teacher has to maintain a certain status and dignity.

If education is to become a genuine nation-building activity, it is essential to remove the present discontent, frustration and grievances of teachers and improve their status, and for this all possible measures have to be adopted by individual teachers, Headmaster and Staff together, Teachers' Training Institutions, Teachers' Associations, the Government, the community and the Press, etc.

*Individual Efforts*

The first and foremost responsibility in raising his status lies with the teacher himself. Just as society has a responsibility towards teachers, the teacher also has a responsibility towards society. It is he who is solely responsible to create a conducive atmosphere for himself in society by his personal efforts in the following ways :

(1) He should be professionally effective and proficient not only in his specialised field but also in his area of study which should be as wide as possible concerning economic, social, cultural and scientific developments.

(2) He should keep in touch with a variety of reference material such as the libraries of audio and visual aids, catalogues for library materials, historical societies, industrial and business agencies, civic and Governmental agencies, etc. for different kinds of information and materials prepared by them.

(3) He should realise the importance of thorough planning for class-instruction for it is the key to the success of his work.

(4) He should aim at a planned programme of In-service Education as a means of professional growth.

(5) To keep abreast of the thinking on matters concerning his profession, he should be an active member of the various kinds of professional organisations.

(6) He should maintain a certain standard of conduct becoming of a member of his profession by maintaining professional confidence, refraining from commenting upon his own colleagues, not using his classroom for promoting parties and politics, sectarian or religious views, etc.

(7) A teacher must maintain his dignity and self-respect by refraining from private tuitions. Instead, he can take up some part-time employment which is helpful to him as well as to the community without prejudice to regular school-work until his salary can be raised to the point where it is not necessary for him to supplement it.

(8) He should be a guiding example to his pupils and community in his personal habits, manners, dress and living, etc. Simple, decent and economic living should be his aim.

(9) His approach towards his pupils should be sympathetic and understanding so as to bring their full confidence.

(10) He should be a part and parcel of the community and take active part in its various civic, religious, recreational and social activities. His aim should be the improvement of human relations and conditions for children of the community.

(11) He should be politically alert and up-to-date on civic affairs, both local and national.

Thus the responsibilities and duties of a teacher are varied and numerous and it is by discharging his duties conscientiously that he will be able to earn a commendable status for himself in society.

*Combined efforts of the headmaster and staff*

Apart from the efforts put forth by teachers as individuals, the Headmaster and the Staff as a body have an obligation in maintaining the status of the teacher. Their co-operative and combined efforts are no less important, perhaps more effective and more impressive than those of individual teachers. In carrying out their efforts therefore, it must be the constant endeavour of the entire staff to keep themselves up to the mark in point of efficiency in their field so that students and the public make take pride in having such a dependable team of workers in the school serving their needs; for professional inefficiency produces scoff and scorn. The Headmaster and Staff as a team should readily consider new ideas and ideals and adopt new approaches and methods suggested by distinguished educationists without fighting shy of the opposition at the initial stages. A well-equipped reference library in the school will be of real help in keeping up the efficiency and professional status of the teachers.

Again, the Headmaster and his Staff should feel as if they are a living organism, the essence of which is solidarity, working together with the best of human relationships. When their bona fides are suspected, for example, at the time of admission and promotion, they must present a united front, exercising utmost professional integrity. If they can show themselves to be above suspicion, they automatically rise in the esteem of the public.

Another factor that will practically help to maintain the teacher's status is the formation of associations, which is a step towards cementing of personal relationships and working as a corporate body. An effective and sure method of binding them together is to render financial and other aids in times of need, for which chit funds can be successfully operated even within a small group. Economic security begets self-confidence which in its turn will bring about confidence in and co-operation with other teachers. It is a truism to say that one who is independent financially is respected by society.

In social aspects however, teachers are often accused of being secluded and keeping themselves aloof, and also suffering from an inferiority complex. The new teacher can, with advantage to the school and the staff, take a lively interest in social functions. The teachers of the locality must make it a point to be present as a body at gatherings meant for doing some service to the village and prove their sincerity and worth. In short, teachers should be good mixers.

One of the drawbacks in the teacher-world is absence of publicity. So in the interests of the teachers it is suggested that the Headmaster and Staff try to publish periodicals or pamphlets explaining their position, needs, duties and achievements for the use of their colleagues and community. It is really hoped that this will definitely lead to better understanding of teacher problems, which is the key to the maintenance of the status of teachers.

*Efforts through Training of Teachers*

A teacher without training is just like a bird without wings. Training is the keystone of the teacher's professional status. It is a matter of primary importance that teachers should receive first-rate training and the committee offers the following suggestions on the matter :

(1) Teacher training must be given only to those who have a liking for the job.

(2) Candidates may be selected for training after personal interviews. Those who suffer from serious defects in speech, hearing, sight, etc., may be disqualified.

(3) Those who are not S.S.L.C.'s or Matriculates may not be recruited as teachers.

(4) The period of training for undergraduates, Matriculates and S.S.L.C.'s may be two years, and for graduates one year.

(5) In view of the dearth of trained personnel, however, Matriculates or Graduates may be admitted into training schools and colleges irrespective of their period of service as teachers.

(6) In order to add to the professional efficiency and status of teachers, subsidiary training in any one or two of the following may be given along with the general training :

(i) Library service
(ii) Social service
(iii) Adult Education
(iv) Audio-Visual aids
(v) Museum Technique
(vi) Crafts and Gardening
(vii) Community living
(viii) Scouting and Guiding
(ix) First aid
(x) Junior Red Cross
(xi) Citizenship Training
(xii) Guidance and Counselling.

In view of the rapid advances made from day to day in the field of education, some supplementary training is found essential to enable teachers to be abreast of the times and to get themselves acquainted with the latest developments. It is, therefore, suggested that at least every five years a trained teacher may be required to brush up his knowledge in methods by means of Refresher Courses, Workshops, Seminars, Symposiums, Holiday Camps, Educational Excursions, and the like.

Post-graduate courses and research in education will undoubtedly produce better type of teachers who can command respect and who can maintain their status with ease and grace.

*Efforts of the Community*

In the democratic set-up of our country the school and the community are very closely knit together. The school functions as a community centre and the community as a laboratory to the school. The need for co-ordination between the community and the school is keenly felt. To enlist the co-operation and confidence of the community, the responsibility mostly lies with the teacher and the school. At the same time, as citizens, it is the duty of the community also, to play its important role in shaping the destinies of the school in general and raising the status of teachers in particular as suggested below :

(1) To accept the school as its own concern and the teacher as an important member of the community, for only a contented and efficient teacher can be responsible for a well-organised school and thereby instil a healthy and democratic spirit into the community.

(2) His status and dignity should be recognised not on the basis of his salary and economic position but on the importance of the nation-building work entrusted to him. He should be invited to all public and ceremonial functions as on national days, special social functions in honour of special guests, etc.

(3) His meritorious and signal services should be recognised by unveiling a portrait, instituting a prize or a scholarship, awarding a rolling cup or shield, organising tournaments or celebrating the day, etc.

(4) He should be considered as one of the important members of the community to be consulted regarding health, sanitation, social, cultural, educational and economic matters relating to the community and the children.

(5) The community should lend a helping hand to the teacher

(a) by participating in various school functions as social gatherings, Parents' Day, Sports Day, Prize Distribution Day, Tree-Planting Day, Flag Day, United Nations' Day, Human Rights' Day, School Exhibitions, Fairs and Dramatic performances, etc.

(b) In organising adult schools, study clubs, social clubs, using the school library out of school hours, preparing health statistics regarding the health of the members of the community, participating in community sanitation and health campaign, organising health exhibitions by means of charts, posters, pictures, models, etc., and

arranging film shows by means of magic-lanterns and audio-visual aids, etc.

(c) In training the members of the community in dietetics, social hygiene, social welfare, civic responsibility, maternity welfare and nutrition, etc.

(d) In visiting the sick and organising entertainments for them and rendering social service in fairs and festivals, epidemics and conferences, etc.

(6) Without prejudicing his case, the community can, if possible, recommend him to the Government or concerned authorities for promotion in view of his signal services.

(7) The community can help him in whatever way possible in solving his housing problem.

(8) A spirit of respect and regard for the teacher should be inculcated in the children by the parents irrespective of his salary and economic position by talking respectfully of the teacher in the presence of the children, consulting him about the welfare and education of their children, inviting him to their homes on important occasions and taking him into confidence regarding the welfare of the community.

All these efforts will go a long way in raising the economic, social and professional status of the teacher in society.

*Efforts by the Press*

The Press is a powerful agency in upholding the cause of teachers. It can promote the status of teachers by

(1) Publishing news about teachers and their activities along with other important news items.

(2) Publishing life sketches of local teachers from time to time to acquaint the community with them.

(3) Writing editorials, advocating the urgency of raising the status of teachers in national interest and suggesting positive measures for the welfare of the teachers' community.

(4) Giving wide publicity to good books, articles and poems, etc., contributed by teachers.

(5) Publishing the proceedings of seminars, workshops, teachers' association meetings and educational conferences, etc.

(6) Issuing special numbers dealing with the life sketches of great teachers and educationists who have contributed in building up the nation.

*Efforts by Teachers' Associations*

Teachers' Associations and Unions are quite essential in this democratic era of the complex world for having an effective voice in shaping the destiny of teachers and serving the country at large. They can play a unique part not only in raising the status of teachers but also in building up 'New India' on a firm foundation. They should take a lead and initiative in relieving teachers of their appalling economic and social status as far as possible instead of depending upon others for relief. "First deserve and then desire", should be the guiding factor of an association. The aims and objectives of the Teachers' Associations must be motivated by lofty ideals of elevating teachers' community intellectually, economically, socially and culturally.

In getting these aims fulfilled the prime function of the Teachers' Associations is to organise Teachers solidly and set the ball of right action rolling to reach the end. Hence we recommend the following for bettering the status of teachers :

(1) Teachers' Associations should from time to time take up such a constructive programme as helping with the cleaning of the village or town, digging soak-pits, constructing approach roads and holding adult education classes, etc., in a planned manner, as nation-building activities of Teachers' Organisations will unequivoclly add to the prestige of the teachers.

(2) In times of famine, floods and epidemic, etc. Teachers' Associations

should take a lead in relieving the distress.

(3) Refresher Courses should be arranged by the associations to improve the professional status of teachers, because professional competence can earn recognition for them.

(4) Teachers' Associations should arrange lectures by eminent educationists, start libraries, recreational clubs, organize study circles, hold seminars and educational organizational conferences to enlighten teachers about problems of education and enable them to keep abreast with modern trends in the field of education. They must not be contented merely with passing of resolutions but chalk out a plan of action and then take stock of achievements regularly.

(5) Teachers' Associations should publish pamphlets, periodicals and books on educational topics to create and sustain an enlightened awareness not only among the teachers but also among the public about education and activities of the Associations.

(6) Teachers' co-operative credit societies, if possible multi-purpose societies, can be started as a measure of economic self-help. In this connection the services of retired teachers are very useful for the whole-time work.

*Efforts by the Government*

Educational reconstruction is the main spring of the national reconstruction, and the most important factor in the educational reform is the teacher. It is a tragic irony that he is neglected to-day in our country. Once kings were at his beck and call. But now he is unhonoured and unsung. His economic condition is appalling. He cannot meet even the bare essentialities of life. Then how can we expect the best from him? He is also an ordinary human being and has to support himself and his family. It shall be unrealistic to expect him as a completely dedicated soul in the fast changing modern world of economic competition. He does not want riches. He demands minimum requirements of living in the socialistic pattern of society. To-day with all handicaps he is burning many candles. Let him not burn out completely.

In view of the above stark realities, our group sincerely recommends that the Government take the following positive measures coupled with urgency for raising the economic and social status of teachers so that the torch of learning and wisdom may be ever kept aflame in the minds of the youth of Bharat.

(1) We suggest that in the Second Five-Year Plan high priority be given to raising the pay scales of teachers in accordance with their dire needs, position in the society and dignity of profession. In this connection we agree with the recommendations of the Secondary Education Commission known as the 'Mudaliar Commission' that "Teachers possessing the same qualifications and performing the same type of work should be treated on a par in the matter of grades of salary irrespective of the type of institution in which they are working." (S. E. C. Report page 167) and state salary committees be appointed to review the pay scales of teachers and make recommendations that meet in a fair and just manner the present cost of living, and representatives of teachers be included in these committees.

(2) In order to safeguard the interests of teachers against ill-health and old age and relieve them from anxieties about their dependents' future, the triple benefit scheme of provident fund-cum-insurance-cum pension as suggested by the S.E.C. Report (Page 168) should be introduced all over India and funds made available for the purpose to the States by the Union Government.

(3) In case of suspension or dismissal of teachers or unfair treatment of them, an Arbitration Board consisting of three persons—one non-official, one representative of the managing body (Government or private), and one representative of the Teachers' Associa-

tion, should be constituted in each State so as to ensure security of service, without which there can be no stability of their economic or professional status.

(4) In the opinion of our group, the age of retirement of teachers should be sixty.

(5) We recommend that, until teachers' salaries are raised to a reasonable and satisfactory standard, the Government :—

(a) provide teachers with concessions of travelling to places of importance from educational point of view, as this will enlighten them in the field of education and widen their outlook ;

(b) provide housing facilities in view of the acute housing problems in these days not only in urban areas but also in rural areas. (The Government can advance loans to teachers on nominal interest for this purpose);

(c) provide free education to teachers' children throughout the school stage;

(d) provide free or low cost medical aid to teachers and their families ; and

(e) encourage teachers in starting co-operative societies by providing necessary facilities.

(6) We recommend to the Government

(a) to give due representation to teachers in legislative councils, advisory boards and other private or Government bodies pertaining to educational and social problems ;

(b) to invite teachers' representatives on important functions held by the Government such as Republic Day celebration and other ceremonies and give them a position of honour

(7) We suggest that whenever a minister, the chief minister, or a high official pays a visit to a place, he should invite teachers' representatives or teachers and make contact with them.

(8) The Government should render aid in constructing "Teachers' Vihara" (a sort of recreational club) at each taluk centre—this can also be used as an office of the Teachers' Union for carrying on educational, social and cultural activities of the Union.

(9) Government should grant a fixed annual amount not exceeding Rs. 25/- to each teacher for the purchase of good books of his own choice provided that he too bears half the cost price of the book.

(10) The Government may arrange for teacher-administrator conferences to deal with problems affecting them from time to time.

*Conclusion*

In conclusion our group earnestly hopes that by means of all the efforts mentioned above there would be a change for the better in the status of teachers and that a bright future is in store for them and the nation at large.

## PERSONNEL OF STUDY GROUP VII

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## (vi) How can we secure the co-operation of the Parents and the Community in the Activities of the School?

*Need for Study of the Problem*

Democratic India needs to implement the proposed reform of its educational system. The schools, meant previously for educating the children of a few privileged classes as a passport to enter into Government service, now must prepare pupils for life, utilising academic, vocational and technical training. The child should be educated to become a good and useful citizen. In spite of the difference in caste, creed, customs, manners, and habits in the community, there exists in schools a commonality that can bind together all children and later all citizens. The schools must aim at instilling human relationships in the children, at training them to appreciate the good qualities of national character and cultural heritage and at taking interest in the nation's development. These school purposes can be achieved more readily with the active co-operation of parents and community ; the neighbourhood, including the religious organisations, must work towards these common goals.

The pupils spend only five hours of the day in the school, the rest of the time is spent in the home and community. It is not only the school but also the home and the community that play the greatest part in shaping the character and personality of children. A close co-operation between these three is essential for the full development of the child in body, mind and spirit. Only by studying ways of bringing these three segments of our society together can we achieve our ultimate goals.

*Conditions prevailing in the School, Home and Community*

A. *The School* : The schools at present are geared toward educating the children to pass the examination. The curriculum is book-centered. Co-curricular activities do not form part of regular school programme but are effected only at the time of special occasions. The classes are overcrowded and the teachers are unable to understand the pupils individually. There is lack of freedom for pupils' expression in the classroom.

The occasions on which parents visit the school are rare and special, such as :

(1) celebrations of national importance,

(2) scout and guide rally,

(3) play festivals,

(4) school day celebration and prize distribution,

(5) old students' association day,

(6) sports day,

(7) school exhibition,

(8) children's rally, and

(9) health week celebration.

B. *The Home* : Many of the parents, especially those that live in rural areas, think that they have done their duty when they admit their children in school and therefore take little inter-

est in their day to day progress at school. They expect the teacher to do the needful for their childen at school. A few parents take interest in the schools and are anxious to help solve its problems. Educated parents have their plans for the future of their children and want the school to help them to achieve the goal. Many others have no plans at all except that they feel that schooling may give their children a better status in society.

C. *The Community*: The majority of people lack interest and therefore take little active part in organised local life. A few are club participants. Home and family conditions vary with difference in caste, creed, culture and income levels. Many of the people are not aware of hygienic principles, proper dieting and adequate housing. They lack social and civic sense and have misconceived ideas of democracy and are unaware of the present educational aims and practices.

*The existing Relationship between the School, Home and Community*

(1) The parents and the public visit the school on special occasions when invited and show appreciation of the various activities exhibited.

(2) Teachers approach rich parents for securing cups, medals and prizes to award to pupils on Prize Distribution Day.

(3) Some generous parents and philanthropists institute endowments and scholarships and thus encourage the pursuit of studies.

(4) Educated parents, political leaders and high officials are often invited to preside and address the pupils during their Literary and Debating meetings and to take salute at Scout Rallies and Parades of N.C.C. and A.C.C. cadets.

(5) The parents are informed of pupils' progress in class by receiving progress sheets once a term. Some parents come to a school with complaints and grievances and such visits contribute little to better understanding.

*Ideally the purpose of Parent-Teacher Co-operation is*

(1) to understand children,

(2) to select courses of study for pupils,

(3) to train pupils for life,

(4) to raise the standards of living,

(5) to meet the needs of the community,

(6) to integrate children of different social levels,

(7) to improve living conditions,

(8) to integrate out-of-school work experiences with courses of study so that they contribute to classroom learnings,

(9) to form a youth centre, and

(10) to form a civic club.

*Establishing Better Relationship*

The group discussed the possibilities of establishing close and more cordial relationship between the parents and teachers and propose to adopt the following ways:—

(1) To use the pupil as a link between the home and school, since he takes with him what he learns at school and his actions speak of the teacher and the school.

(2) To arrange for the visits of the teachers to pupils' homes in order to learn the home conditions in which the child lives.

(3) To arrange for weekly meetings of parents and teachers classwise and discuss their problems and plan to solve them.

(4) To arrange for parents to attend the class in subjects they are interested in and acquaint themselves with the nature of work done in the class.

(5) To keep the school open at all times to the serious enquiring parents, and arrange for the teachers to discuss at their own or at the parents' initiative pupils' problems at school or in the home.

(6) To form Parent-Teacher Associations to discuss the upbringing of children in school and to improve the educational facilities provided by the school.

(7) To arrange for a social gathering of all parents at the beginning of the school year and explain what the school proposes to do and why and to suggest ways in which the parent can co-operate to make the child's life happy and successful and to arrange one such meeting every term.

(8) To explain school activities when parents come to school to admit their children.

(9) To arrange for the participation of the headmaster and teachers in the community's social functions, social ceremonies, religious meetings and clubs.

(10) To arrange for Parent-Teacher-Pupil meetings where individual problems and plans are discussed, and guidance in selection of candidates for courses offered.

(11) To invite the parents to take part in excursions and camps of the school and help in organizing them.

(12) To invite resource persons to the school to share their knowledge with pupils.

*The Role of the Headmaster or the Teacher should be*

(1) To obtain from parents their points of view in relation to the child's status and information regarding playmates, his place in the family and the amount of responsibility in the home.

(2) To keep cumulative record folder, a copy of the curricular programme, samples of child's work and materials with which the child is working.

(3) To sit down and talk about problems of home and school and be patient, interested, friendly and relaxed.

(4) Not to express any emotion over a parent's statement in regard to child's behaviour.

(5) To share mutual problems working with children so that their understanding may be helpful to each other.

(6) To help the parent to see each child as an individual.

(7) To be interested in the concerns of parents and to be willing to work through these concerns in terms that parents understand.

(8) To understand how parents interpret the programme of the school.

(9) To invite the parents to visit the school and school assemblies particularly when their children are taking part in the programme.

*Effective Principles to be observed in a Parent-Teacher interview are*

(1) Not to sit behind the desk but occupy a chair close to the parent and be relaxed and listen.

(2) To encourage the parents talk and observe their feelings or thought. If the parent is worried about the child find out why, without abrupt questioning. Accept the reasons given by the parent and lead the discussion to other possible causes.

(3) To accept the parent's suggested plan of action, if at all possible. If the parent does not suggest reasons or plan of action, alternatives for joint considerations may be suggested as "this might be a possibility, what do you think" or "you may try this and see what happens." It will be profitable not to argue with parents or criticise directly or indirectly. Any advice should grow out of mutual discussion.

(4) Effort should be made to avoid embarrassing the parent and to be aware of sensitive spots as indicated by facial expression, gestures, tone of voice, etc.

(5) Statements parents make need to be accepted without show of surprise or disapproval and the interview closed with statement of encouragement or plans of co-operative action.

(6) Try not to be defensive when a parent makes a remark about the

teacher's lack of good relations with his child.

(7) Try not to put a parent on the defensive.

(8) Be prepared to hear unpleasant and unexpected things.

(9) Try not to pry into family affairs or become a partisan in a family conflict.

(10) Try not to dwell on pupil's weaknesses but stress his immediate needs, such as the development of the hobby interest, improvement in reading and so on.

(11) Have samples of a student's production which will include both good and poor work. If there is persistent emphasis on failure, the parent-child relationship is hampered and the future progress of the student suffers.

*Responsibilities of the School for Better Community Living*

Local community is a group of people living close together in a particular area and sharing common problems and goals. It grows stronger around feelings of common interest and shared responsibilities. The usual activities of a community are making a living, raising families, keeping good health, using leisure effectively and schooling its children. Ability to act in corporate way is the characteristic of a community.

The school is an integral part of the community and its duties and responsibilities are to help the people in a community formulate their purpose and to assist people in organising to achieve their purpose.

Schools should encourage the formation of a Community Council with such people as a school administrator, an officer of health unit, the city manager, a mother, a young professional woman, a person active in civic movements and an older student. The Council's work should be to get acquainted with the community, its agencies and their functions and to participate in a wide variety of community service activities. This helps people to become more spiritual in human relationships through wide social experience.

*Some Specific Ways of Developing Community Life*

(1) Strangers become friends as they take their children to school on opening day. They may be invited to schools to get better acquainted with each other and with their children's teachers.

(2) Adults and children can play together on school playgrounds and develop real friendship.

(3) Agriculture and Home Science teachers can work with adults to improve farms and homes.

(4) The communities which are faced with recognised deficiencies in musical opportunities or other aesthetic advantages may be assisted by the teachers.

(5) Film shows can be arranged in the school with the magic-lantern, or modern audio-visual aids.

(6) School libraries may be opened for the use of the pupils in the communities.

(7) The school can establish community "Kavi Sammelans" and music concerts.

(8) The school can enlist the co-operation of the interested adults and youths in staging cultural and art festivals.

(9) Boys and girls being members of the community should observe community life and participate in its activities. The school must provide many opportunities for the interpretation of social situations and the development of social sensitivity.

(10) Students may go to public meetings and social gatherings with the purpose of securing information and interpreting social processes.

(11) Arrangements may be made for students to participate as volunteer workers in civic activities and baby welfare centres, to collect waste materials, to supervise play, rest and lunch periods at schools.

(12) Arrangements may be made for students to attend meetings of the City Council, City Recreation Committee, District Library Association and Hospital Association.

In all these the role of the teacher is a guide to suitable community resources.

*By way of example*

The American Arcot Mission Girls' Middle School in Madanapalle stands as an example of how best to enlist the co-operation of the community. Miss Mary Geegh, the headmistress and correspondent of the school, is a resourceful person and understands all her pupils and their home situations. When the Mission expressed its inability to grant any more financial help to the school, Miss Geegh called for a meeting of the parents and the community and explained the difficulties involved in operating a school without financial support. The parents, old students living near and far and the people in the community, supported her cause and contributed liberally. The school is now self-supporting. The teachers work with zeal for the betterment of the community. They visit the pupils' homes and help their parents in understanding their children. They invite the parents to visit the school and discuss their problem freely with the headmistress.

The group discussed with her the problems of children and found that she was able to uncover them by having periods of quiet every morning for ten minutes. During this time the children think of good things and those that trouble them and write down all the good actions and their problems. The children express themselves freely. The headmistress collects all the papers and understands every child's problem and helps to solve them in a personal interview. All the teachers do the same thing as well observe the quiet period themselves.

The parents find a considerable change for the better in the behaviour of their children a few months after they are put in school. The mothers go to school and learn how the change has been brought about and receive guidance as how to change their attitudes and behaviour. The men find the change in their homes and are drawn to the school. Thus the school is able to enlist co-operation of the parent and the community through the pupils.

This method may be tried in schools and parental co-operation enlisted.

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PERSONNEL OF THE STUDY GROUP VI

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## (vii) How Can the School Meet the Special Social and Economic Needs of Pupils?

Ever since independence, India has been working towards a secular demo-cractic republic. Democracy recognises the dignity and worth of an individual. Education in democracy aims at the full all-round development of the individual whose existence is inevitably linked with society. Hence the object of demo-catic education should be the development of the individual and the society.

With the awakening of the democratic spirit, there has been a continuous thirst for knowledge resulting in the expansion and ruralisation of secondary education. A change over from class to mass education has taken place due to the large number of pupils enrolling themselves in secondary schools, bringing in its wake, pupils from the lower economic status as well.

This increase has brought in pupils of every description—children who are poor, who are unhealthy, who are under-nourished and who are not mentally and morally well-poised. Since our main concern is social responsibility towards these pupils our problems are :

A. To improve the financial conditions of these pupils ;

B. To recognise the different standards of manners, clothing, social background, educational attainments, physical and mental development and to make these pupils feel secure in the school society ;

C. To avoid late coming due to work at home, long distance and want of sufficient food ;

D. To avoid use of unhealthy literature and to encourage healthy habits ;

E. To provide spiritual and moral instruction ;

F. To equip these individuals to be useful members of society.

Since we are moving towards a socialistic pattern of society all our children especially the unfortunate ones must be given the required social help and trained to be worthy members of such society. How we can help these pupils to fit into a strange, exciting, constantly changing world, and how we can meet their individual needs are basic problems of our schools. A sense of security is the fundamental need of every individual. Maximum growth can occur only if a sense of security is pre-

sent. Schools must then exert all possible efforts to come closer than ever before, to the intimate problems, anxieties, frustrations and fears of these children and enable them to have experiences, which provide satisfaction and give them a sense of confidence.

(A) *How can the school and society in general be used to improve the financial condition of the pupils ?*

The help that might be given to these individuals may be classified as : *Internal* and *External.* This help is internal in the sense that we as teachers of the schools must find various ways in which we can help the pupils overcome financial difficulties. The following are some of the ways we provide for our pupils to help themselves:

*Internal Help :*

1. Needy pupils may be provided with remunerative jobs, such as working in the library, helping in the students' co-operative stores, and assisting in the laboratory and games field. In schools where two librarians or two co-operative store clerks are required, the authorities may so adjust as to have only one permanent man from the staff and arrange that the duties of the extra hand be done by the boys of the institution. This enables these pupils not only to get money for their present needs, but will give them a training in these odd jobs and make them feel more secure and helpful to society. An argument against this procedure may be that these pupils do not have the time to do the extra remunerative work provided for them at schools, in view of the fact that they must study like the rest. But this can be overcome by fixing particular hours of work.

2. Useful hobbies, crafts and lucrative pastime occupations may be taught such as spinning, coir making, mat-weaving, tailoring, knitting, embroidery work, poultry keeping, bee-keeping, gardening, basket-making, carpentry, book-binding, fret-work, painting, printing and dyeing and pottery. These hobbies if well taught at schools can be followed up by the pupils according to their tastes and the circumstances in which they are placed, and thereby add to their family income. As the society needs the products of the above occupations, the efforts of these pupils will easily find market and thus support them. The sympathy and interest that some enlightened people in the society may have will also foster these hobbies among the scholars.

3. As far as possible every pupil in the school may be encouraged to participate in the activities of the school choir which could be hired out in the locality, the proceeds of which may go to the Welfare Fund. As the name "Poor Boys' Fund" has an unhealthy psychological effect on the recipients of benefits, it may be termed Welfare Fund. This system is in vogue in Tinnevelly District. Here the reputation of the school choir is so high that they are welcomed by the members of the community to take part in their social functions such as marriages, festivals, and processions, and the money which would have otherwise been paid to the professional people of the locality is given to the school choir. The school choir should be so trained that their main purpose is to serve the community and not to demand money. All collections are to be pooled and accounted for by school-community committee. The student members that work in the choir should be encouraged by giving them certificates of merit or medals at social functions. Their names may be published in the school magazine to record appreciation for the valuable services and sacrifices they perform in the larger interests of the school.

4. In Home Science classes eatables may be made and sold to school children, the proceeds of which may go to help the Welfare Fund.

*External Help :*

The school being a microcosm within the macrocosm the need for co-operation between the school and community

is quite essential. If the community takes interest in the needs of the pupils, then the school can progress a long way in relieving their wants. The following are some of the practices prevalent in our States :

1. *Weekly Meal System :* In Mysore, there is a custom of feeding poor boys by selecting seven different homes for a boy for the seven days in the week. The boy is fed by the benevolent people of the locality each on a particular day of the week. Here the woman of India who is noted for her warm hospitality has a great part to play. She treats the boy like an honoured guest or like one of her children, so that he feels at home in the family.

2. *Canteens :* Aided by Government or management or philanthrophic group are used with the assistance of the donations collected in the form of kind or cash by the committee members as prevalent in Mysore.

3. *Bhoodan for School :* Lands may be collected and assigned by the Government or collected for the use of the school by a local philanthrophist, who would cultivate or get cultivated the lands and make use of the produce for providing the mid-day meal, as is in practice in Mysore State.

4. *Individual Donations :* There are several ways by which the Welfare Fund may be replenished.

(a) *By Hundi Collection :* A hundi box may be left in each class, or a common hundi box for the whole school may be left in a prominent place, to enable the pupils of the schools who generally waste their pocket money on smoking or buying eatables, to put their contributions into it. This encourages not only the rich ones but the poor boys also to contribute their mite.

(b) *By Contribution :* from the pupils in kind or cash. For example in certain schools in Malabar cocoanut toffee is prepared out of the contribution of the pupils in kind by the Social Service League of the school, the proceeds of which go to swell the Welfare Fund.

(c) *Card System :* It is tried in some schools in Ramnad District. This is practised in the following way :

A card will be issued to a pupil with sixteen squares marked on one side, and the instructions on the other side of the card to show that the collection is authorised by the school and to ensure that the money is not misused. Each square has to be initialled by the donors before an anna is donated.

(d) Opening a thrift section in the co-operative society of the school. This encourages thrift habits among pupils.

(e) Purchasing books and stationery at wholesale prices and selling them at retail prices, the profit of which may go to the Welfare Fund.

5. *Public Donations :*

(a) Money may be collected by means of benefit performances by the pupils of the school. Some celebrated musicians or a cinema or a circus company may also be approached to give performances on behalf of the school.

(b) In certain schools in Ramnad and North Arcot Districts contributions on special occasions such as marriage days and birthdays are made.

(c) *Contribution of labour by public:* In undertaking some projects for the benefit of the pupils of the school, villagers may be requested to put in labour in the school garden instead of monetary contribution. For example, the planting of tapioca, plantain trees, and levelling the playground may be done by the villagers as is carried out in some of the schools in Malabar.

(d) In certain parts of Ramnad District boys of the school are encouraged to have public Hundi collection during the days of festivals. It is surprising that these boys are able to collect a good deal of money in the year during the different festivals. It is mainly due to the sympathetic attitude of the people

of the community whom the boys serve in various capacities, such as controlling the crowd, rendering first aid during the festivals and so on.

(e) Opening of free hostels by the philanthrophic people of the community for the benefit of the poor students of all communities.

(f) Encouraging loan scholarships out of the public funds collected which are required to be repaid in instalments when the student becomes a self-supporting member of the society, as is done by Kerala Association and some Educational Societies in Mysore and in Madras.

(g) Social Service Youth League in schools can get financial help from the Central Social Welfare Board.

(h) Out of the *waste materials* collected by the pupils, beautiful articles are turned out by their labour. These are distributed to the pupils by means of Lucky Dips. This is the method adopted in some of the schools in Madras State.

6. *Government Help :* It may be divided into financial and non-financial help.

(a) *Non-financial Help :* The adjustment of the working hours and holidays suitable to the local conditions is done so as to facilitate part-time remunerative employment. For example, rural schools may be closed during harvest season to enable the pupils of the schools to assist their parents in the field.

(b) *Financial Help :* Residential and non-residential scholarships may be given to poor pupils to enable them to prosecute their studies as follows :

(1) Merit scholarship and general scholarship.

(2) Scholarship for backward classes.

(3) Scholarship for Harijan and Scheduled Classes.

(4) Malnad scholarship.

(5) Military scholarship or concessions and fee remissions.

(6) Non-gazetted Officers' concessions.

(7) Special funds may be allotted by the Government for providing free text-books and other articles of stationery to all the poor and deserving students of the school.

In each and every one of these cases a committee of members consisting of members of the staff, students and non-officials may be constituted to lay down policies, to chalk out programmes and to look after the collection and control of expenditure.

(B) *How best can be school reconcile the different standards of manners, clothing, social background, physical and mental development and how best can we make these pupils feel secure in the school society ?*

*Recommendations :*

1. The school may introduce uniforms to be worn on occasions and permit the pupils to have their own choice on other days.

2. Girls may be encouraged not to wear too many ornaments while at school. The lady teachers on the staff, if any, should set examples and men teachers should educate their wives to be simple in their dress.

3. Pupils coming from urban areas may camp in rural areas often and get used to their ways of living and exchanging folk songs and folklore.

4. Residential hostels may be provided for pupils of all castes, creeds, and different social backgrounds to come together and lead a community life. The existing community hostels may be converted into general hostels for the benefit of the pupils of all communities.

5. Special educational films may be produced by the State Audio-Visual Education Department to bring a better understanding between the different sections of the society.

6. To inculcate a sense of oneness among the pupils, the important festivals of all religions may be celebrated by all the pupils. The ritual aspect might not be insisted upon in all of them.

7. To reconcile the differences in mental development, group work may be given to encourage every pupil to take part in. For example, the intelligent ones may help the backward ones in studies and pupils with varied tastes may be given opportunities for showing their work and thus make them feel secure.

8. In distributing prizes, the teachers may find ways and means to see that every pupil gets a prize in the school, as is done in some lower classes in Malabar, and thus make them feel good about themselves. This practice may be done at times. However, day to day praise by the teacher and the classroom group of the successful performances of students is a *reward* which gives a deeper and more lasting security.

9. Teachers may be encouraged not to praise the intelligent ones too often or humiliate the backward pupils, as it has an unhealthy psychological effect on individuals.

10. Corporal punishment, wherever prevailing, should be discouraged strictly.

*Reasons for Differences in Physical Development :*

Reasons for differences in physical abilities are malnutrition due to ignorance, poverty of the parents, and stubbornness of the children in not taking nutritious food, owing to the improper cultivation of tastes.

*Recommendations :*

1. Educating the parents by means of pictures or charts, lectures by experts on nutrition, and by educational films and demonstrations.

2. Special aid may be provided to the poor and deserving pupils by getting help in the form of nutritious foods and medical aid, if necessary, from charitable institutions, such as Red Cross, Social Service League, Guild of Service, W.H.O., Central Social Welfare Board and other philanthrophic institutions rendering such services.

3. The school may organise exhibitions to bring home to parents as well as to pupils the value of different types of food commonly used.

4. Every effort should be made to cultivate good tastes in nutritious food commonly available in the area and adapt themselves to the changing conditions of life.

In order to reconcile the physical differences found in pupils the teachers should not make fun or pass any humiliating remarks upon pupils' abnormal and adolescent features. The pupils too should be discouraged from doing so.

Schools should advise the parents about physical defects of the pupils and prescribe remedical measures. Thorough medical inspection and follow-up-work may be carried on in schools.

Different kinds of activities should be given according to the different physical abilities.

(C) *How best can a school avoid Late Coming due to work at home, long distance and due to want of sufficient food?*

Reasons for the Late Coming are the following :—

1. Long distance from their homes.

2. Work at home.

3. Want of sufficient food.

4. Late feeding.

5. No means of finding the time.

6. Transport difficulties.

7. Lack of interest in the subject.

8. Diversion of attention on the way to school.

9. Lack of sufficient clothing, lack of umbrellas during rainy season, and

lack of ferries for crossing the streams in floods, particularly in Kerala.

10. Seasonal work during harvest season.

*Recommendations :*

1. *Long distance from their homes :*

(a) The pupils who come to school from long distances may be helped by opening new secondary schools in rural areas within a radius of three miles.

(b) Schools may provide some conveyance like a school bus as is done in cities. In rural areas schools may encourage pupils to possess bullock carts in which they and their friends could come to school. Residential schools in rural areas may own a bullock cart and use the same for the benefit of the pupils who come from distant places.

(c) Pupils coming to the school from a long distance may be encouraged to buy bicycles on hire purchase system or chit fund system or on instalment system.

(d) Opening of more residential schools.

(e) Change of school hours:

(i) Advantage may be taken of the freedom given to schools in adjusting the working hours, as is done in Madras State. (ii) The seasonal holidays may be changed, as in Mysore, to suit the needs of the community.

2. *Work at Home :*

(a) Pupils come late to school due to work at home especially in girls' schools where the parents of the pupils go out to work. Here the younger children are sent along to school with girls of school-age who are expected to take care of them or they are made to come late to school.

Attaching creches to girls' schools which can be developed into nursery schools as is done in Malabar would solve this problem to a great extent.

(b) Talks by teachers with parents on the importance of their children being sent to school punctually and on co-operating with the school would go a long way to remedy this problem.

3. *Want of sufficient Food :*

(a) Weekly meal system provided in the noon may be extended to breakfast also. (Vide problem 1).

(b) School canteens may supply morning food also. (Vide Problem 1).

(c) Opening of residential schools and orphanages would help a great deal. (Vide Supply of Food under Problem 1).

4. *Late-feeding :*

By holding meetings of the Parent-Teacher Associations as often as possible, we may appeal to the good sense of the parents to send the children puntually to school.

5. *No means of finding the Time :*

As the pupils do not have any means of finding the time during cloudy weather and rainy season, they come to school late.

(a) The Panchayat Board Presidents or the Commissioners may be requested to instal a siren wherever possible and blow it to suit school timings for the benefit of the pupils.

(b) A big bell may be installed in a prominent place in the village which could be rung at the particular school time.

6. *Transport Difficulties :*

Refer to recommendations under "Long distance from their homes."

7. *Lack of Interest in the Subject : Reasons :*

(a) Difficulties experienced in studying the subject due to want of standard attainments in the subject.

(b) Due to the un-attractive way in which the subject is handled.

(c) Due to the fact that it is not an examination subject.

*Recommendations :*

(a) Make the subject more interesting by adopting different methods of teaching.

(b) Have an examination subject in the first period as pupils usually come late if there is a non-examination subject in that period.

(c) Teachers should change their attitudes towards the pupils.

(d) Let the work load on the pupils be evenly distributed according to the pupils' capacity thus avoiding uneven and too much of work at a particular period.

8. *Diversion of Attention on the way to School :*

It may be remedied by cultivating in pupils the sense of time.

9 & 10. Pupils generally come late to school due to lack of sufficient clothing, lack of umbrellas and ferries for crossing the streams during rainy seasons. (Vide Financial Problem for lack of clothing and umbrellas).

During floods advantage may be taken of the freedom given to school especially in Madras State in adjusting holidays to suit the seasonal needs.

(D) *How best can the school avoid the use of unhealthy literature and encourage healthy habits ?*

*Reasons :*

(i) Pupils require some sort of amusement and if they do not get the right kind they go in for unhealthy literature.

(ii) The adolescents are very curious to know about sex, and if their curiosity is not satisfied they go in for some cheap and unhealthy literature.

*Recommendations :*

1. Provide them with good books and proper amusements and keep them fully engaged in co-curricular activities.

2. Sex education may be imparted but due consideration should be given to the maturity of the pupils. A teacher who relates well with pupils may use small group discussion method with them for imparting this information instead of lecture method.

3. Divert their extra energy into some other constructive channels like hobbies.

4. Requesting the Government to prevent publishing such literature.

(E) *How best can the school provide spiritual and moral instruction ?*

(i) Moral instruction may be given to all pupils, and indirect moral guidance through all the activities of the schools may be a goal.

(ii) In view of the diversity of religions in India, it is not practicable to impart religious instruction to all the pupils of the school.

(F) *How best can the school equip these individuals to be useful members of society ?*

In brief, if the school is providing all the above improvements (A, B. C. D, E), these pupils will be useful members of society.

*Conclusion :*

This study group is mainly concerned with the problems that individual pupils in our schools are facing owing to poverty and other social ills that our society at large is having. Therefore, we had to confine ourselves to the ways and means of mitigating the difficulties of individual pupils and thus make them feel secure in the school community. The school being a reflection of the larger society, it is but natural that the school has to face the problems that the society is facing. It is our duty, as teachers to take cognisance of the problems of our pupils and try to solve them.

The school is a part and parcel of the society and all activities of the school

that are carried on in abstraction from the society are bound to meet with failure. With the view to meeting with success in the implementation of these recommendations it is therefore necessary that the school should enlist the sympathy and co-operation of the Parents and Community.

PERSONNEL OF THE STUDY GROUP VII

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## (viii) How can we improve our schemes of Examination and Evaluation ?

1. *Introduction :*

With the changing society, the concept of education too has been changing. In every democratic country, the needs of all individuals receive adequate attention ; and education to be effective must satisfy the needs of all individuals. In our country the advent of freedom has brought about a change in the outlook of the people and created an urge for the right type of education suited to the needs of the country, *i.e.,* a type which should have as its fundamental objective the development of democratic citizenship.

The change in outlook regarding the aims of education must necessarily be followed by a change in the concept of examinations. At present the only prevailing method of appraisal is by means of external written examinations which are subject to much criticism. The narrow aim of this system of examinations, which took its rise when its only purpose was to select some students for certain subordinate services and to reject others, no longer meets the comprehensive needs of schools to-day, which seek to discover and evaluate the best in every pupil. When we take a broader view of examination, we find that we cannot do away with them, as some critics suggest, but we should rather reform them to serve present-day requirements.

2. *Examination as a device of evaluation :*

It must be understood that examination is only a means of evaluation ; but not an end in itself. The examination system in a country should reflect the objectives of the educational system of that country. In other words, it should seek to test how far the aims of education are realised at any particular stage.

Evaluation is the process of gathering and interpreting data regarding the progress of pupils in achieving desirable educational objectives. " It is a broader way of appraising learning than by merely testing." [1] In fact it is an integral part of the learning process itself.

3. *Objectives of Evaluation :*

(i) It should improve teaching. The results obtained from evaluation should

1 Janet A. Kelley in *Guidance and Curriculum.*

be fully utilised in such a way as to improve instruction.

(ii) Evaluation should guide and facilitate learning. The programme of evaluation should be so comprehensive as to cover all areas of the curriculum and all the children in a school.

(iii) " The nature of the learner—his values, his goals, interests, desires, needs, self-realisation—has been the main emphasis in the field of learning." [2] Hence by evaluation we must ensure the all round development of the personality of the pupil.

(iv) It should also be the aim of evaluation to appraise both the achievement of individual pupils and level of achievement of a school as a whole.

(v) If evaluation is to be effective, the pupil should be allowed to appraise his own progress and achievements. Hence self-evaluation by the pupil is as important as evaluation by the teacher.

(vi) Lastly, evaluation must serve as a means of guidance. In fact, it should have a greater emphasis in the guidance of students.

4. *Scope of the present-day examination :*

When viewed in terms of evaluation, it must be admitted that the examinations in our country are at present serving only limited purposes. They are used as a means of selection of pupils for admission into several classes. They determine chiefly promotions of pupils from one class to another. Further they serve as a way of appraising the progress of pupils in scholastic achievements from time to time. They are also considered to provide the pupils with an incentive to study.

5. *How far is the present-day system defective ?*

Examination as conducted in most schools in the country is only of a formal type based upon written tests. Its defects are too well-known to need detailed discussion and it will suffice if the most glaring among them are referred to.

(i) It tests the capacity of pupils to memorize more than their powers of understanding.

(ii) It gives no scope for initiative and originality on the part of either the teacher or the pupil. The pupils tend to become docile and passive while the teachers are reluctant to make experiments in teaching and follow improved methods.

(iii) It dominates both curriculum and methods.

(iv) The above practice in its turn has led to the twin evils of cramming and private tuitions. The pupils now-a-days depend more upon made-easy guides than upon text-books and teaching in the classroom, as all that they require is only a pass in the examination. As for private tuitions, the practice has assumed proportions of an educational scandal, as aptly observed in the Secondary Education Commission's Report.

(v) The present type of examination is not a reliable means of testing. Question papers are sometimes set by teachers who cannot claim any teaching experience. The subjective element in the present type of examinations plays a not inconsiderable part.

(vi) The public examination system which is in vogue often gives rise to certain problems of administration which are difficult to deal with. Malpractices at the examination in some of the schools in some areas are regular annual features, with the result that the public examination has almost become a night-mare both to teachers who go out as invigilators and to the headmasters who have to conduct the examination.

(vii) It is said that the public examination is responsible for indiscipline in some of the schools for the reason that the pupil evinces no interest in the day-to-day work, since his progress and achievements in the class and in the

[2] Ibid.

periodical examinations do not count for promotion. This fosters indifference which in its turn breeds indiscipline.

(viii) Lastly the false importance given to the examination in a few cases has been known to lead to tragic emotional reactions among sensitive pupils.

6. *How to minimize the evils and how to make examinations more fruitful and effective means of evaluation :*

Though it is agreed on all hands that the present system of examination is defective in several respects and needs modification and improvement, we are realistic enough not to make a recommendation for its immediate abolition at this stage of educational development in the country. Consequently we have posed before ourselves the question of how best to make the present system a fruitful and effective means of evaluation and proceed to discuss several ways in which we can modify the system and improve it.

## SUGGESTIONS FOR IMPROVEMENT

A. *External Examination :*

It is stated in the Secondary Education Commission's Report that the external examination cannot be done away with for the reasons mentioned therein (vide pages 155-156). The group agrees with this opinion and recommends that there shall be one external examination at the end of the school course (whether high or higher secondary). But till such time as all the existing high schools are converted into higher secondary schools, the present public examination at the end of the high school stage should continue. There is at present a public examination at the end of the higher elementary school course in Madras and Andhra States. But when this course is replaced by the eight-year integrated course, there need be no external examination at the end of this period.

In order to mitigate the severity of the public examination, the group makes the following suggestions :

(a) Public examinations need not be made compulsory for all. Only a small percentage of pupils who now take it go in for college study. Those who wish to join the services are required to sit for the Public Service Commission's examination. Hence it is not necessary to subject all the pupils to rigours of a public examination, irrespective of their inclinations or abilities ; for this, the Public Service Commission should accept the school certificate instead of requiring prior appearance at the public examination and the obtaining of a prescribed percentage of marks.

(b) The present practice of declaring eligibility should be given up and in its place a definite percentage of marks be fixed for a pass, say 40 per cent for languages and 35 per cent in non-language subjects.

(c) The public examination may be permitted to be taken by a pupil on compartmental basis (the subjects being divided into groups—the language group and the non-language group). But a candidate should be permitted to appear for the public examination through the school only once, for when the above facility is provided there will be no need for pupils who fail once to attend the school supplementary course for one or more years. The problems of indiscipline and of over-crowding classes can also be solved thereby to some extent.

(d) There should be only one written examination on each day for any group of candidates.

(e) As suggested by the Secondary Education Commission's Report, a certificate is to be awarded to every pupil at the end of the school course. It should show (1) the marks obtained at the public examination ; (2) a record of his attainments based on periodical and internal tests ; and (3) a statement based on the cumulative record.

*Note.*—(1) Above will be entered only in the case of pupils who appear for the public examination.

The marks to be obtained for a pass in the public examination shall be based on the following principle :

The proportion of public examination marks to the school marks in the final year in the respective subjects taken for the examination is recommended as 60 : 40.

If the above suggestions are adopted much of the hardship and strain involved in a single examination, (*i.e.*, the final examination) being made the sole factor for determining the fate of the pupil will be reduced. Further, it will ensure a proper assessment being made of the individual's progress and attainments during the year. It will also ensure regular study on the part of the pupils throughout the year.

(f) The present practice of combining the essay type with the objective type may be continued and their relative proportion may be 50 : 50.

*Common District Examinations : A note.*

In most of the district board schools in Andhra and Madras States examinations for all forms are conducted on lines similar to the public examination. It has been found from experience that this system is perpetuating the evils of the external examination to a greater extent than the public examination, such as indiscipline in the classroom, malpractices in examination halls, cramming, encouraging pupils' dependence on notes and guides, prevalence of private tuitions, etc. Besides, it gives no freedom of initiative to the teachers of the school.

Hence it is the considered opinion of the group that the common examination system should be abolished and schools be permitted to hold their own examinations. The imposition of uniform principles of promotion either on a district-wide or State-wide basis, irrespective of the conditions prevailing in individual schools is, in our view, not calculated to improve the standards in schools. More can be achieved by reposing confidence in headmasters and teachers than by mere rules and regulations.

B. *Internal Examinations :*

(i) In several schools, internal or formal examinations are conducted periodically. These may be continued to be held. But in determining passes, we recommend that not only the marks obtained in these examinations, but the pupils' achievements in class tests, assignments and practical work and also their activities as entered in the cumulative record be taken into consideration.

(ii) In all periodical examinations objective test items should be included along with essay type questions. Care should be taken in the selection of essay type questions and in making them clear and definite. The present practice of giving choice in these questions should be given up.

(iii) A scheme of testing and recording the progress of pupils in practical activities in subjects like social studies, citizenship training, craft, physical education, etc., was formulated by the Education Department in 1950 (in composite Madras State). It was stated therein that the assessment of progress should be made on symbolic basis and graded on a five-point scale (A, B, C, D, E). The group accepts the suggestion that the attainments of the pupils in the practical subjects (as assessed in the above manner) should be given credit for purposes of promotion, just as in the case of regular school subjects, the headmaster and the staff framing suitable principles for the same. The five-point grading under both scholastic attainments and practical activities should be taken into account for promotion. As to the relative proportion of points under each,. we are guided by the existing fact of departmental instructions in schools and States respectively and recommend that a pupil should not be promoted if he gets more than two D's, in either scholastic attainments (as judged by marks in both periodical and class exa-

minations and assignments) or activities group. We envisage that the proportion will be modified in future into two D's under scholastic attainments and two D's under activities in order to emphasize the importance of the activities, in a manner other than the final examination which cannot be applicable to them by their very nature.

C. *Classroom Tests (Informal Examinations)*:

For measuring student growth, informal teacher-made tests are commonly employed. These tests should as far as possible be of the objective type.

Tests and assignments should be given regularly. Credit is to be given to pupils' achievement in the above as well as to the practical work done by them. The tests may be held after completion of a unit in the syllabus or as often as possible and should be followed by remedial teaching. They can be both oral and written, marks being assigned for both types.

## NEW TYPE OR OBJECTIVE TESTS

These tests mainly consist of (1) Intelligence tests, (2) Aptitude tests, and (3) Achievement tests. At this stage we are not much concerned with intelligence and aptitude tests.

*Achievement Tests:* These can be broadly classified as follows:

1. Recall types:
   (a) simple recall;
   (b) completion.
2. Recognition types:
   (a) alternative response (true or false);
   (b) Multiple choice;
   (c) Matching;
   (d) Rearrangement (classification).

It is only recently that the achievement tests have been introduced in our schools and we have not yet fully explored their possibilities. Teachers must thoroughly acquaint themselves with the literature available regarding these tests and the methods of administering them. The following instructions will have to be borne in mind in administering these tests.

*Instructions:*

(i) In constructing tests, the teacher must see whether they satisfy all the requirements of a good test, namely, validity, reliability, broad sampling and easy scoring.

(ii) Only such knowledge and abilities are to be selected for testing as have relevance to ultimate objectives.

(iii) The fundamentals of knowledge, rather than details, should be tested. Hence every question paper should contain certain questions covering the minimum essentials of knowledge required of all.

(iv) Testing of understanding rather than memory is another important consideration that the teacher should keep in his view.

(v) Tests of a diagnostic nature should be given as often as possible, so as to enable the teacher to discover the areas in which either the teacher's methods or the children's understanding are defective and to enable him to take remedical measures.

(vi) The tests should neither be too easy nor too difficult. Each question in a test should admit of only one correct answer.

(vii) The types of tests given in languages should be different from those used in the non-language subjects.

(viii) For admission to diversified courses of study, selection of pupils may generally be made by means of aptitude tests. This however need not be too rigidly followed.

*System of marking:*

Weighty arguments have been adduced in the Commission's Report in favour of the introduction of symbolic marking on a five-point scale. A beginning can be made in this direction in our schools by adopting the system for

all assignments and practical activities and for internal tests too. For the present the numerical marking may be continued in respect of periodical examinations. But the final evaluation of pupils' achievements may be arrived at by the conversion of the percentage marks into the symbolic scores.

*Pupil Evaluation :*

While it is the function of the classroom teacher who is responsible for instruction to participate in the programme of evaluation, the participation of pupils also should be encouraged. It is important that they should be made to understand the purpose of evaluation. One way of ensuring pupil-participation is to exchange test papers among pupils and get them scored, the teacher scrutinising them wherever necessary. The class may be divided into groups for the purpose. Pupils themselves may sometimes be entrusted with the evaluation of their class-work. This enables them to discover their defects and to rectify the same.

Not only in classroom work but also in practical activities outside the classroom can the pupils be allowed to evaluate their attainments.

The possibilities of pupils assessing the growth of their personality, the development of their character, their study habits and social attitudes may also be explored.

Pupils may be encouraged to maintain diaries wherein they can make entries regarding the things done by them and note down the difficulties they may be confronted with.

*Conditions to be fulfilled for the successful implementation of the improved methods of Examination and Evaluation.*

1. Teachers of all levels must be given in-service training in the methods of administering and evaluating tests.

2. Research bureaus must be set up to furnish information and guidance to the teacher.

3. Preparation of standardized tests, particularly for the regional languages, should be undertaken by the research units in respect of all types of tests (intelligence, aptitude, and achievement).

4. In view of the fact that more work is expected to be done by teachers in implementing the improved technique of examination and evaluation, particularly in the matter of maintaining cumulative records, the size of classes needs to be reduced. It is also necessary that the teacher's work in terms of hours per week should be fixed at a reasonable minimum.

5. Ultimately the success of any scheme of reform in education depends upon the teacher. His status and emoluments need to be raised if he has to bring to bear on his task a spirit of enthusiasm and a cheerful attitude.

D. *Cumulative Record :*

As already stated in this report, we cannot dispense with examinations in the near future. But if examinations alone are allowed to decide the future of a pupil, the teacher and the taught will naturally concentrate upon passing the examination as is being done now. This will hinder the all-round development of the individual. Hence co-curricular activities, which are no less important than the present-day classroom subjects, must also find a proper place for the true evaluation of the progress and achievements of pupils. "For this purpose a proper system of school record should be maintained for every pupil indicating the work done by him in the school from day to day. month to month, term to term and year to year," as observed in the Secondary Education Commission's Report. This should contain particulars about the health, family history, skills, interests, activities, scholastic achievements of the pupil for the entire secondary school course. Such a statement known as the 'Cumulative Record' enables the teacher to know and understand the pupil as an individual and the pupil to know himself, besides giving a clear

picture of the growth of the individual indicating the areas of his strengths and weaknesses.

*Features and value of this record :*

(i) This is a confidential human document to be retained in the school and this or its extract is to be sent to the next school on request if the student changes the school in the middle of the course.

(ii) All the entries in this are to be made once at the end of the school-year by the class teacher in consultation with other teachers of that class. However the physical measurements are to be taken twice a year for studying the physical growth and health of the pupil.

(iii) As there are several ways of observing individual behaviour to arrive at an assessment of the pupil, some of the practices followed by advanced countries like America such as sociometry, anecdotal records, case-study, autobiography, 'three-wishes' technique, interviews, parent-teacher conferences, etc., may be profitably adopted in our schools.

(iv) The four activities which are included in the record (see Appendix) are to be marked on the five-point scale and are to be taken into consideration for promotions as already mentioned, under Internal Examinations.

(v) As the record appended is an abstract of the entries of the school course, the teacher should maintain a book in which the day-to-day activities of the pupil as observed by him are to be noted in detail so as to avoid entries from recollection at the end of the year, for such entries from memory may not be free from personal prejudices.

This cumulative record is brief and simple for filling in; but to some teachers maintaining of this may at first appear to add to their scriptory work. No doubt this will appear so, as long as the record is viewed as an imposition by external authorities, but when the teacher views it as a human document much like the parents view their children's horoscopes, a live interest can arise, and this we hope will remove any feeling in the teacher that it is an imposed task. If well maintained, it will not only furnish data for evaluating the work of the teacher and the school, but also will be a valuable source of guidance for the pupil.

(Model form of Cumulative Record : See Appendix).

E. *Progress Report :*

Reports should be sent regularly to parents at least once in a quarter to acquaint them with the progress of their children in attainments not only in the several classroom subjects but also in school activities. Observation may be made therein by class teachers regarding the behaviour and personality of the pupils. The model report prepared by the Hyderabad Workshop as a part of their group study is recommended for consideration and adoption with modifications, if necessary, to suit local conditions.

In conclusion the group wishes to place on record their keen sense of gratitude to the team members for having helped them with their valuable suggestions during the course of their discussions.

PERSONNEL OF THE STUDY GROUP VIII

1. *Chairman* : Sri M. Veerabhadra Row—Andhra.
2. *Recorder* : Sri P. Venkata Seshiah—Andhra.

*Members :*

3. Sri T. V. Subba Rao—Andhra
4. Sri R. Kandaswamy — Madras
5. Sri S. Halappa—Mysore.
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## APPENDIX

### CUMULATIVE RECORD

Name of Pupil
Date of Birth
Father's Name
Occupation
Address

Guardian's Name
Relationship
Address

| Name of the School | Period of Study (Dates) | Admission Number |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |

**FAMILY HISTORY**

Parents Whether Living { Father — Education
{ Mother — Education

Brothers
Sisters
Other Retatives in the Family
Socio-Economic Status of Family
Pupil's Duties at Home

| FORM with YEAR | Regional Language | English | Hindi | Mathematics | Science | Social Studies | | Activities | | | | Student Guidance | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Games & Physical Activities | Craft | Citizenship and Social Activities | A.C.C., N.C.C., J.D.C., Scouting | Vocational | Educational | Social |
| 19 -19 . Form | | | | | | | | | | | | | | |
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*NOTE.*—Marking by five point scale. A=Excellent, B=Above Average, C=Average, D=Below Average, E=Far Below Average.

| Form with Year | Form 19 -19 | Form 19 -19 | Form 19 -19 | Form 19 -19 | Form 19 -19 | Form 19 -19 | Form 19 -19 |
|---|---|---|---|---|---|---|---|
| Teacher's Analysis of Students' Strengths and Weaknesses ... | | | | | | | |
| Students' Self-Evaluation of Strengths and Weaknesses ... | | | | | | | |
| Subjects *Best* liked by the Student ... | | | | | | | |
| Subjects *Least* liked by the Student ... | | | | | | | |
| Hints to next Teacher ... | | | | | | | |
| Headmaster's Remarks ... | | | | | | | |

| | 1. Health and Physical Growth | | | | | 2. Attendance | | | 3. Interests | 4. General Ability | | | | 5. Personality Traits | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Form and Year | Heights Ft. Ins. | Weight Lbs. | Chest Ins. | General Health Conds. | Ailments if any with nature and duration | No. of working days | No. of days present | Percentage | Drawing, Painting, Music, Drama, Dance, Hobbies Etc. | Observation | Practical Work | Speed of Work | Reasoning | Leadership | Social Attitude | Initiative | Self Control | Industry | Co-operation | Integrity |
| Form 19 -19 . | | | | | | | | | | | | | | | | | | | | |
| Form 19 -19 . | | | | | | | | | | | | | | | | | | | | |
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P. T. O.

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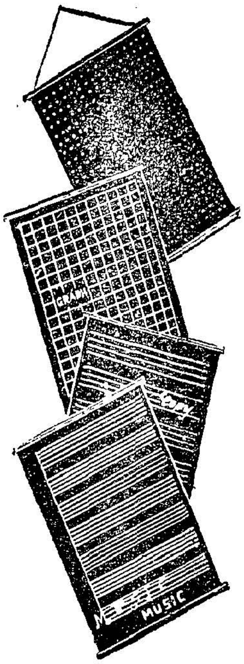


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## ELECTION TO THE MADRAS LEGISLATIVE COUNCIL

Sri T. P. Srinivasavaradan, President of the South India Teachers' Union and Headmaster, Hindu High School, Triplicane, offers his thanks to all the Teacher-Voters for having elected him to the Council from the Teachers' Constituency. He particularly thanks all those that sent messages of felicitations.

He assures the teachers that he would do his best for the cause of education and the teaching profession.

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*President, The South India Teachers' Union and*
*Headmaster, Hindu High School, Triplicane*

who has been recently elected to the Madras Legislative Council from the Teachers' Constituency.

# EDITORIAL

*The Secondary Education Workshop.*

We are grateful to the United States Educational Foundation in India for according the privilege for the third time to publish in full the report of their Secondary Education Workshop held in the southern region. This issue contains the report of the workshop held at Madanapalle during April and May of this year. The participants in the workshop have taken up for study several significant problems in Secondary Education. Based on their own rich experience and guided by intensive study and discussion amongst themselves and assisted by a team of experts always available at the workshop, the report is a valuable document on many current problems in Secondary Education. We desire to record our thanks to Sri T. P. Santhanakrishna Naidu, retired Principal of the Teachers' College at Saidapet, and a member of the team of experts that guided the workshop for very kindly editing the report and for helping us in seeing it through the press.

That these workshops are proving of great benefit in stirring up an educational awakening in our secondary schools is evident by reports we have had of several significant changes that participants in earlier workshops have effected in their school organisation and class-room procedure. A recent meeting of such participants held at Chingleput at the time of the State Educational Conference desired that there should be set up an agency for keeping these participants together so as to enable them to exchange ideas, share experiences and make further progress. A committee to that effect has been set up and we trust that the participants of the present workshop will get in touch with this committe and unite with them in revitalising our secondary schools.

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*A Central Examining Board.*

A recommendation of the All-India Council for Secondary Education that the Ministry may examine the question of setting up a Central Examining Board for Higher Secondary Schools for the benefit of examining pupils from such schools in the centrally administered areas and in such small States as do not have a Board of Secondary Education has come in for a great deal of public criticism. It has been assumed that it will be for the whole of India and that it will destroy that diversity so healthy for progress. The critics have not given thought to certain problems that have arisen in the wake of implementing the reorganised scheme. In India there are only thirteen State Boards of Secondary Education covering the thirteen States. The other thirteen States have no Board of Secondary Education. Their students appear for an examination conducted by the universities either in the locality or in the neighbourhood. Some of these universities have yet to take action towards giving effect to the reform. In the meanwhile the States have set up Higher Secondary Schools and in 1958 these students will have to appear for their final examination. Some arrangements have to be made to meet this requirement. Far reaching reforms in the examination system have been recommended by the Secondary Education Commission in its report and many of them are to be tried and tested before the university could be persuaded to accept them. There is also a problem which has immediately to be solved. There are quite a number of public schools in the country. While these have independent programmes, they were all presenting their candidates to the Cambridge Certificate Examination. This examining authority has recently decided to withdraw the exa-

mination from India, thus creating a void which has at once to be filled up. To meet these emergencies the All-India Council for Secondary Education has rightly recommended to the Ministry of Education, Government of India, to examine, in consultation with the State Governments, the possibility of setting up a Central Examining Body for the sake of pupils of public schools and of higher secondary schools from the centrally administered States, from such smaller States as have no Board of Secondary Education and from such higher secondary schools from the other States as may be permitted to do so by their respective States or State Boards of Secondary Education.

We commend this recommendation to the Government of India and urge early action thereon. Apart from meeting the requirements of the pupils of the categories mentioned, this will give an opportunity for effectively demonstrating the success of the reforms in Education that have been suggested both by the University Commission and the Secondary Education Commission and recommended by several expert bodies.

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*Election to the Madras Legislative Council.*

We heartily congratulate the teachers of Madras State in the choice of their representative in the Legislative Council. It is heartening to note that in spite of the many handicaps involved in the personal voting by the members of the Teachers' Constituency, a very good percentage of the teachers went to the polls and have in an unmistakable manner recorded their preference in favour of Sri T. P. Srinivasavaradan, the President of the South India Teachers' Union. It is a clear expression of their faith in the Union and of their confidence in its President. We are sure that Sri T. P. Srinivasavaradan will feel the strength of their confidence in his work in the Legislative Council and will be able to successfully present the teachers' case and get the teacher his status.

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# HEARTY CONGRATULATIONS

The South India Teachers' Union heartily congratulates Sri S. Natarajan, its ex-President, who attended the Fifth Assembly of the World Confederation of Organisations of the Teaching Profession held at Manila, Philippines, for his having been elected a Member of the Executive of the Confederation.

Sri Natarajan also participated in the Workshop of Editors of Educational Journals representing the *South Indian Teacher* as its Editor.